

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

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**BUSINESS VOCABULARY AND GRAMMAR IN USE:
SELF-STUDY PRACTICE BOOK**

**Лексико-граматичний практикум
з англійської мови для самостійної підготовки
студентів економічних спеціальностей**

**Навчальний посібник
для студентів економічних спеціальностей
з дисципліни «Іноземна мова за професійним спрямуванням»**

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Л 43

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У навчальному посібнику надано теоретичний матеріал та систему практичних завдань і тестів, що націлені на самостійне формування студентами сталих навичок побудови складних англійських синтаксичних моделей та подальший розвиток умінь продукування цих структур в письмовому академічному мовленні.

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Комова Г. В.

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Komova G.

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The self-study course book teaches upper-intermediate students to recognize and use complex English syntactical patterns and gives students practice in producing correct grammatical structures when writing academic assignments in English.

The book is aimed at business students who study ESP and require further training in academic writing skills.

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ПЕРЕДМОВА

Даний навчальний посібник «Лексико-граматичний практикум для самостійної підготовки студентів економічних спеціальностей» призначений для студентів просунутого рівня. Практикум є першою підготовчою частиною навчально-методичного комплексу «Обмін інформацією в англомовному професійному середовищі», що націлений на розвиток продуктивних видів мовленнєвої діяльності студентів (усне мовлення та творче письмо).

Перша частина НМК призначена виключно для самостійної підготовки студентів, що не виключає вибіркової перевірки викладачем виконаних завдань.

Метою ЛГП є повторення і систематизація програмного лексико-граматичного матеріалу та підготовка студентів до другого етапу навчання. Запропонований матеріал допоможе студентам розширити запас тематичної загальноекономічної лексики та сформувати сталі навички побудови складних синтаксичних структур в усному та письмовому мовленні.

Посібник складається з трьох частин: перша – діагностичні тестові завдання для виявлення та усунення прогалин у знаннях та навичках студентів у будуванні базових синтаксичних структур (рівень A2 – B1) та підготовки до засвоєння матеріалу другої частини (рівень B1+ – B2).

Друга частина посібника являє собою власне лексико-граматичний практикум, що базується на темах «Науково-технічний прогрес у ХІ-му столітті» та «Екологічні проблеми економіки», які за вимогами програми винесені для самостійної роботи студентів, а також темах «Економіка та

бізнес» і «Менеджмент», які є загальними для студентів усіх спеціальностей.

В третю частину включено підсумкові тести, що стануть у нагоді студентам при самоконтролі набутих знань та навичок.

При написанні практикуму було широко використано сучасні автентичні матеріали, в тому числі з інтернет-джерел, зокрема з сайту BBC, а також наступні справочні видання: 1. Eastwood, John. Oxford Learner's Grammar. – Oxford: OUP, 2009. 2. Eastwood, John. Oxford Practice Grammar. – Oxford: OUP, 2006. 3. Collins Cobuild English Grammar. – Birmingham: Harper Collins Publishers, 2005. 4. Beaumont, Digby & Granger, Colin. The Heinemann English Grammar. An intermediate Reference and Practice Book. – Oxford: Heinemann, 2008. 5. McCarthy, Michael & O'Dell, Felicity. English Vocabulary in Use. – Cambridge: CUP, 2008. 6. Longman Exams Dictionary. – Harlow: Longman, 2006. 7. Murphy, Raymond. English Grammar in Use. – Cambridge: CUP, 2012. 8. Oxford Business English Dictionary for learners of English. – Oxford: OUP, 2005. 9. Swan, Michael. Practical English Usage. – Oxford: OUP, 2009. 10. Yule, George. Oxford Practice Grammar. – Oxford: OUP, 2006. 11. Dooley, Jenny & Evans, Virginia. Grammarway 4. – Newbury: Express Publishing, 2010. 12. Foley, Mark & Hall, Diane. Longman Advanced Learners' Grammar. A self-study reference and practice book. – Longman, 2005. 13. Cambridge Advanced Learners' Dictionary. – Cambridge: CUP, 2008. 14. Oxford Business English Dictionary for Learners of English. – Oxford: OUP, 2005. 15. Duckworth, Michael. Business Grammar and Practice. – Oxford: OUP, 2003. 16. Swan, Michael & Walter, Catherine. Oxford English Grammar Course. – Oxford: OUP, 2011. 17. Т. П. Протасеня. Как сдать IELTS. – М.: АСТ, 2005.

ЧАСТИНА І

ДІАГНОСТИЧНІ ТЕСТОВІ І ТРЕНУВАЛЬНІ ЗАВДАННЯ

Наведені нижче тестові і тренувальні завдання

- допоможуть виявити проблемні моменти в ваших знаннях і уміннях, пов'язаних з використанням базових синтаксичних структур англійської мови для усного та письмового спілкування.

- перевірити, наскільки ви готові перейти до засвоєння більш складних синтаксичних конструкцій, необхідних для грамотної побудови висловлювань, як в усній, так і письмовій англійській мові.

Короткий граматичний довідник, який супроводжує тестові завдання, допоможе вам перевірити правильність відповіді в разі ускладнень, а також систематизувати ваші знання щодо побудови висловлювань в англійській мові.

РОЗДІЛ 1

ТЕСТОВІ ЗАВДАННЯ

1. Визначте підкреслені члени речення в наступних прикладах:

А підмет

С обставина

Е присудок

В додаток

Д означення

1. The company has made huge profits. 2. France exports a lot of cheese.
3. She runs a stall on the market. 4. The company has increased its market share.
5. I've made a lot of friends in this job. 6. The firm employs several freelancers.
7. I live within walking distance of my office. 8. She explained the whole
problem diagrammatically. 9. The project is not financially viable. 10. The
agreement gives companies free access to the markets of member countries.
11. Her immediate boss is the marketing director. 12. The information will be
sent directly to your email box. 13. They received state funding for the project.
14. I try to pay off my monthly credit-card balance in full. 15. I can only stand
my boss in small doses. 16. She sells cosmetics door-to-door. 17. He earns a six-
figure salary. 18. The product clearly filled a gap in the market. 19. Many small

firms are facing a battle for survival. 20. Demand for new cars has fallen due to recession.

2. У реченні можуть бути кілька додатків: прямий, непрямий, прийменниковий. Зіставте схему порядку їх наступності з прикладом, що це ілюструє.

A Subject + Verb + Object_{indirect} + Object_{direct}

B Subject + Verb + Object_{direct} + Object_{prepositional}

C Subject + Verb + Object_{indirect} + Object_{direct} + Object_{prepositional}

D Subject + Verb + Object_{prepositional}

1. Management has offered staff a 3% pay increase. 2. Many banks are now offering interest-free overdrafts to students. 3. I share the office with four other people. 4. European Airlines guarantees its customers top-quality service. 5. They run an advice centre for the self-employed. 6. The restaurant charges shockingly high prices for its food. 7. Give these papers to my secretary. 8. Leave a message for Miss Simpson. 9. Write a memo to all managers. 10. Fetch the file for me, could you? 11. Could you make some coffee for us? 12. We keep a tight control on the organisation's finances. 13. Can you post this cheque to the hotel? 14. Don't show these plans to anyone. 15. Book a flight for me, will you? 16. I've applied for a job with another computer company. 17. The company is selling off the less profitable parts of its business. 18. Many people derive their self-worth from their work. 19. They run an advice centre for the self-employed. 20. The thought did occur to me. 21. His work provided him with the opportunity for a lot of foreign travel. 22. We must decide on our target market. 23. Currently we are looking for engineers for a Central European client. 24. We specialize in customized software. 25. Initially they concentrated on just one product.

3. У реченні також може бути кілька обставин. Який порядок обставин повинен бути в наступних прикладах? Виберіть правильний варіант.

1. House prices have gone _____.

A through the floor this year.

B this year through the floor.

2. An opportunity as good as this arises _____.

A once in a lifetime

B in a lifetime once

3. Average incomes have risen _____.

A over the past year by 4.5%

B by 4.5% over the past year

4. Many shops are doing _____.

A badly because of economic situation

B because of economic situation badly

5. Environmental awareness has increased _____.

A over the past decade dramatically

B dramatically over the past decade

4. Вкажіть правильне місце обставин (дані в дужках) в реченнях.

1. The industry is oriented (towards export markets, heavily). 2. I'll be working on this current project (this June, for two years). 3. (At this time, last year) we were enjoying a big rise in sales. 4. Today it employs about 6,000 people (with offices in more than 30 countries, in a worldwide operation). 5. I'd recommend a study of the average wage (in this area, in the next quarter). 6. (last year, at this time) we were enjoying a big rise in sales. 7. Our workforce has doubled (from 60 to 120, in two years). 8. The government's economic policies have led us (for years, into the worst recession). 9. Economically the country has been improving (these past ten years, steadily). 10. We employ some 250 people (at our site, in Newtown).

5. Виберіть правильний варіант наступності обставин місця і часу.

1. Orbit Records was founded (20 years ago, in London). 2. The best ideas will be implemented (throughout the company, during three months). 3. Globo was established (in a small workshop, more than 100 years ago, near Great Hammerton). 4. The first stock market appeared (in Amsterdam, at the

beginning of the 17th century). 5. Calvin Klein has been one of the leading fashion designers (in the North American market, since the mid-1970s).

6. Розставте по місцях означення до іменників і неозначених займенників.

1. It was a (round/ small/ leather/ black) handbag. 2. It is a (nice/ small old/ white/ square/ dinner/ Italian) table. 3. You'll love (Belgium/ milk/ this/ tasty) chocolate. 4. Our office is a (large/ modern/ new) building near the city centre. 5. There is a (funny/ executive/ small) toy on the boss's desk. 6. We can go now to a(n) (seafood/ Australian/ excellent) restaurant located just next to the training centre. 7. You can have an incredible view of the city from these (two/ wooden/ beautiful/ comfortable/ long) terraces. 8. They also have (designer/ burgundy-coloured/ comfortable) furniture in the reception room. 9. It was a(n) (expensive/ wasteful/ ill-planned) project. 10. Let's go (quiet/ somewhere). 11. Have you done (useful/ anything) recently? 12. He brought us a(n) (cardboard/ old/ round) box. 13. He works for a(n) (German/ industrial) company. 14. (packaging/ new/ plastic) materials are widely used nowadays. 15. It was a (quiet/ square/ small) room. 16. Now the material has a (chemical/ new/ improved) formula. 17. Our programmer is a (nice/ young/ friendly) person. 18. A(n) (electronic/ new) device has been developed by their laboratory. 19. He turned up late and had an (pale/ football/ blue/ old) shirt on. 20. We offer a(n) (electric/ powerful/ new/ high-speed) drill.

7. Визначте спосіб вираження виділених підметів і додатків.

(A) іменник в загальному відмінку, іменник в присвійному відмінку або група іменників;

(B) субстантивований прикметник;

(C) займенник (особовий, присвійний, неозначений, питальний);

(D) числівник (кількісний або порядковий);

(E) неособова дієслівна форма (інфінітив або інфінітивний зворот, герундій або герундіальний зворот, дієприкметниковий зворот);

(F) підрядне речення.

1. The rich will never understand the poor. 2. She shrewdly predicted the stock market crash. 3. The high rate of absenteeism is costing the company a lot

of money. 4. Five of them abstained from voting. 5. Who was responsible for the accident? 6. Productivity is not the only yardstick of success. 7. You cannot choose to absent yourself from work on a whim. 8. Your office needs brightening up a bit. 9. Raising taxes now would not be in the national interest. 10. More and more people are being caught shoplifting by store detectives. 11. It is important to apply research in a practical way. 12. An important meeting necessitates my being in London on Friday. 13. They decided to sell out to their competitors. 14. I hate being interrupted all the time during my presentation. 15. All that glitters is not gold.

8. Визначте спосіб вираження виділених присудків.

(А) простий дієслівний присудок (виражений простою (синтетичною) формою дієслова або складною (аналітичною) дієслівною формою);

(В) складений дієслівний присудок (модальний присудок або присудок, що позначає фазу дії/процесу);

(С) складений іменний присудок (де іменна частина присудка може бути виражена: а) іменником або групою іменників; б) прикметником або групою прикметника; в) займенником; г) числівником).

1. Vegetable prices fluctuate according to the season. 2. Unnecessary paper work should be avoided. 3. The advantage of the plan is its simplicity. 4. The fault is not ours. 5. All these products are imitative of each other. 6. Japanese cars have flooded the market. 7. The project is not financially viable. 8. One of the requirements of the job is fluency in two or more African languages. 9. They started to develop their own product. 10. Economics is not an exact science. 11. They were the first in the list. 12. The office complex has an on-site nursery. 13. I'm really exhausted. 14. Your seats are 24 and 25. 15. Just keep on doing the same thing.

9. Визначте спосіб вираження виділених обставин.

(А) прислівник;

(В) прийменникове іменне словосполучення;

(С) інфінітив або інфінітивна конструкція;

- (D) герундій з прийменником або герундіальна конструкція;
- (E) дієприкметник або дієприкметникова конструкція (зі сполучником або без нього);
- (F) абсолютні конструкції (абсолютна номінативна конструкція, незалежний дієприкметниковий зворот);
- (G) підрядне речення.

1. Many small businesses fold within the first year. 2. Their proposal has received a generally favourable reaction. 3. A generation ago, home computers were virtually unknown. 4. He has been absent from work for three days now. 5. In the absence of more suitable candidates, we decide to offer the job to Mr Conway. 6. I need hardly remind you of the seriousness of the situation. 7. We have to invest in new technology if we are to remain competitive. 8. We could reduce our costs by developing a more efficient distribution network. 9. Some very skillful negotiators will be needed to settle this dispute. 10. Even when inflation is low, it nibbles away at people's savings, reducing their value considerably over several years. 11. He left without anybody noticing it. 12. Switch off the lights before leaving the office. 13. I'll let you know when I get the news. 14. We've done that in order to keep afloat and save the company. 15. The documents having been copied, he put them in the safe again.

10. Визначте спосіб вираження виділених означень.

- (A) прикметник;
- (B) іменник в препозиції (ліве означення), іменник в постпозиції (праве означення з прийменником) або іменник в присвійній формі;
- (C) займенники (присвійні, вказівні, неозначені);
- (D) числівники (кількісні та порядкові);
- (E) дієприкметник або дієприкметникова конструкція;
- (F) інфінітив або інфінітивна конструкція;
- (G) герундій з прийменником або герундіальна конструкція;
- (H) підрядне речення.

1. He represents a firm of venture capitalists. 2. She is a fluent French speaker. 3. She followed in her mother's footsteps. 4. I attended practically

every lecture and seminar when a student. 5. They are selling off last year's stock at half price. 6. It is an offshoot of a much larger company based in Sydney. 7. Information on the subject is easily obtainable on the Internet. 8. There was a large notice on the wall saying 'No parking'. 9. A couple of people voiced objections to the proposed scheme. 10. People who work on the night shift are paid more. 11. Let's go to John's department. 12. I don't really like the idea of sitting here and doing nothing. 13. Few people were in favour of the suggestion. 14. Chapter Five deals with planning. 15. There was an opportunity to change things in the company.

11. Зіставте різні типи речень залежно від мети висловлювання з прикладами, що це ілюструють.

A (+) розповідне стверджувальне

B (-) розповідне заперечне

C (?) запитальне

B (>) спонукальне

D (!) окличне

1. What a silly idea to suggest! ≈ How fast she is printing!

2. Don't be so critical of other people's views. ≈ Let's not just dismiss the idea before we've even thought about it. ≈ Always make a backup of your work. ≈ Enter your password to check your account balance online.

3. Have you had any experience of managing large projects? ≈ Which university was Jim at? ≈ Where is the fair copy of the report?

4. No working environment is entirely stress-free. ≈ Nothing serious can come out of this. ≈ I've never been in such a mess before.

5. The equipment comes with a 600-page instruction manual. ≈ There is a need of stricter financial management.

12. Розставте в потрібному порядку слова так, щоб вийшло граматично правильне речення:

(+) розповідне стверджувальне;

(-) розповідне заперечне;

(?) питальне;

(>) спонукальне;

(!) окличне.

1. (+) was/ the/ unhappy/ very/ with/ service/ he 2. may/ minute/ change/ everything/ any 3. yesterday/ there/ a lot of/ on/ frenzy/ the/ financial/ activity/ was/ markets 4. will/ the/ market/ be/ national/ stock/ closed/ on/ for/ a/ holiday/ Monday 5. are/ in/ closely/ with/ they/ two/ research/ other/ collaborating/ companies/ this

6. (-) no/ me/ tells/ anything/ one 7. with/ I /sugar/ my/ take/ coffee/ no 8. don't/ they/ to/ discussion/ want/ part/ in/ either/ take/ the 9. don't/ at all/ his/ attitude/ to/ I/ studies/ like 10. them/ passed/ of/ difficult / exam/ neither/ that

10. (>) these/ let/ sign/ me/ just/ papers 11. headed/ office/ any/ paper/ the/ use/ correspondence/ for 12. opportunity/ do/ this/ not/ miss/ unique 13. explore/ this/ issue/ more/ fully/ let's 14. let's/ such/ about/ argue/ trifles/ not 15. to/ don't/ let's/ conclusions/ jump 16. him/ let/ in/ wait/ reception/ a bit/ the 17. don't/ this/ let/ newspapers/ him/ the/ sell/ story/ to 18. her/ papers/ you/ help/ those/ let/ with 19 her/ during/ not/ anybody/ the/ let/ meeting/ interrupt

20. (?) business/ why/ interfere/ do/ them/ with/ your/ let/ you 21. I/ could/ to/ sales/ someone/ department/ speak/ from/ the 22. long/ take /will/ how/ customs clearance

23. (!) head/ crazy/ to/ ideas/ what/ come/ your 24. weather/ wonderful/ what/ we/ today/ having/ are 25. he/ how/ is/ words/ carefully/ choosing/ the

13. Чим відрізняються такі речення? Який переклад (в стовпчику В) відповідає кожному англійському реченню (в стовпчику А)?

А	В
1. There were papers lying all over the floor. 2. The papers were lying all over the floor.	а) Документи були розкидані на підлозі. б) На підлозі були розкидані документи.
1. There was a computer on the desk near the window. 2. The computer was on the desk near the window.	а) Комп'ютер був на столі біля вікна. б) На столі біля вікна був комп'ютер.

14. Які з наступних прикладів не є реченнями? Чи можете ви визначити, яких елементів в них не вистачає?

1. Rachel to pass you the files. 2. Boot up your Web browser. 3. Forgive me for asking, but how much did you pay for your bag? 4. Economists on the causes of inflation. 5. It is not an unfamiliar situation. 6. I've made a lot of friends this job. 7. No one person allowed to dominate in our group. 8. At 11 o'clock tomorrow she'll be working in her office. 9. Our is to improve the company's productivity. 10. The company moderately profitable.

15. Чого не вистачає в наступних прикладах, щоб вони були реченнями? Які слова з наданих нижче можна вставити на місце пропуску?

somebody we both do neither enter what
improved book any (2) was nothing let is

1. The firm _____ working on a new product in combination with several overseas partners. 2. You can _____ your flights with just a few clicks of the mouse. 3. The boss _____ favourably disposed towards the idea. 4. _____ not be so dismissive of somebody else's suggestions. 5. _____ university did you go to? 6. Are there _____ students here from France? 7. _____ Tom's parents is English. His father is Polish and his mother is French. 8. There is some news from Ann, but there is not _____ from Maria. 9. Do _____ have enough funds in our bank account to pay the bills? 10. Has the Channel Tunnel _____ the distribution of goods between the British Isles and mainland Europe? 11. I tried twice to phone George but _____ times he was out. 12. _____ ever interests him. 13. _____ him explain it to us. 14. _____ is here to see you. 15. _____ your password to check your account balance online.

16. Визначте тип форми присудка в наступних прикладах:

- А простий дієслівний присудок**
- В складний дієслівний присудок**
- С складений іменний присудок**

1. The new development will generate 1,500 new jobs. 2. I attended the seminars for a month or two. 3. Business is always slack at this time of year. 4. The company head office is sited in Rome. 5. Our countryside is increasingly being absorbed by the large cities. 6. £ is the sign for the British pound. 7. They kept on asking difficult questions. 8. Nothing is a hundred percent guaranteed. 9. Need I say more in this situation? 10. Necessity is the mother of invention.

17. Визначте значення підмету в наступних прикладах:

А суб'єкт В об'єкт С адресат

1. An interesting presentation is now being given in Room 68. 2. The secretary is just typing your report. 3. Somebody has found your papers on the top of the photocopier. 4. The project hadn't been completed yet by that time. 5. He was given a very difficult task. 6. Weren't you also discussing the new assessment scheme at your department meeting? 7. Had you been given a consultation before the exam? 8. Will all the staff have been trained by the end of the month? 9. A four-year American college offers a Bachelor's Degree. 10. I will probably be offered a new job soon.

18. У якому стані – активному чи пасивному – вжиті присудки в наступних прикладах?

А – активний стан; В – пасивний стан

1. They only receive visitors three days a week. 2. The mail is usually checked in the morning. 3. They normally took decisions at the staff's meetings. 4. Students' conferences were held twice a year. 5. The house insurance will not cover your personal goods. 6. All course papers will be submitted at the end of the term. 7. The panel is interviewing three candidates for the post at the moment. 8. Construction of the library is being currently completed. 9. No new material was being explained at the last lecture. 10. Were they still writing the essays when the bell rang? 11. They haven't told me about the change of plan. 12. The article has been scanned into the computer. 13. Somebody had taken his file by mistake. 14. Hadn't all the participants been registered before the conference? 15. She will have translated the article by this time. 16. Will the

dispute have been settled by the beginning of next week? 17. Will you be using your tablet today? 18. Why is he so angry? Has he been arguing with the boss? 19. Ann was very tired; she had been working all day. 20. On the 10th of this month, I'll have been living here for a year.

19. Які категорії дієслова виражені у присудків даних речень? Виберіть назву особової форми дієслова (= присудка) для кожного випадку.

Категорії дієслова

A Tense (час)	– Present (теперішній) / Past (минулий) / Future (майбутній)
B Aspect (характеристика дії)	– Continuous / Non-Continuous – Perfect / Non-Perfect
C Voice (стан)	– Active(активний) / Passive (пасивний)
D Person (особа)	– 1-3-я
E Number (число)	– Singular (однина) / Plural (множина)

Назви особових форм дієслова

(A) Група Simple: Present Simple Active/Passive, Past Simple Active/Passive, Future Simple Active/Passive

(B) Група Continuous: Present Continuous Active/Passive, Past Continuous Active/Passive, Future Continuous Active

(C) Група Perfect: Present Perfect Active/Passive, Past Perfect Active/Passive, Future Perfect Active/Passive

(D) Група Perfect Continuous: Present Perfect Continuous Active, Past Perfect Continuous Active, Future Perfect Continuous Active

1. Technical problems dogged their project from the outset. 2. Rail commuters have been badly affected by train delays. 3. I went to the library to fill in an hour until the meeting. 4. Due to recession, demand for new cars will have been falling for half a year this month. 5. People's buying habits are influenced by social, cultural and economic factors. 6. The current structure does not facilitate efficient work flow. 7. My bedroom doubles up as a study. 8. I'm having doubts about his ability to do the job. 9. The money will be paid directly

into your bank account. 10. They will receive state funding for the project. 11. The information was sent directly to your email box. 12. Sales are being booted by consumer's growing confidence in Internet shopping. 13. Many small firms were facing a battle for survival. 14. He was only employed on a temporary basis. 15. All products with this batch number will have been recalled by the end of the week. 16. The company was declared insolvent (=bankrupt) in the High Court. 17. I had dictated my order over the phone. 18. He had been dismissed from his job for incompetence. 19. Employees have been publicly criticizing the company's plans. 20. The government had been taking steps to stimulate business development in economically distressed areas.

20. Узгодьте присудок з підметом в числі (Subject-Verb Agreement): A – singular (однина); B – plural (множина).

1. Six kilometres (be) about 2 miles. 2. Three quarters of a ton (be) too much. 3. Where (be) that five pounds I lent you? 4. A third of students (be) from abroad. 5. There (be) an album and two copy-books on the desk. 6. There (be) ten chairs and a table in the room. 7. (Be) there much money in the wallet? 8. How many pages (be) there in the book? 9. The room seemed empty. There (be) hardly any furniture. 10. (Be) there any news from him? 11. There (be) a lot of summer clothes in this shop last year. 12. In the newspapers there (be) lots of information about computers. 13. There (be) good as well as useless advice. 14. There (be) no means of changing the situation. 15. Good advice (help) a lot. 16. The data (be) not accurate. 17. Now many items of information (be) there in your table? 18. Money alone (do) not make you happy. 19. Mathematics (be) one of my favourite subjects when I was at school. 20. My watch (be) five minutes fast. 21. The goods (arrive) to the warehouse every two days. 22. Your clothes (hang) on the chair. 23. His hair (need) cutting badly. 24. No news (be) good news. 25. A number of people (have) come late.

21. Узгодьте додаток або означення з підметом. Choose from the following: *myself, ourselves, yourself, yourselves, himself, herself, itself, one's, oneself, themselves.*

1. One should do _____ duty. 2. I was annoyed with _____ for making a mistake. 3. Can you play tennis by _____ ? 4. We think of _____ as members of local community. 5. If he's going to succeed, he must have confidence in _____. 6. One would rather have a study to _____. 7. The country declared _____ independence. 8. All of us shook hands and introduced _____. 9. I don't think they trust even _____. 10. She values _____ very high.

22. Визначте вихідну (тему) і нову (рему) інформацію в прикладах. Які слова є показником «новизни»?

1. There will be an inquest into the department's poor performance. 2. It's a good idea to review your class notes. 3. An opportunity suddenly presented itself. 4. A private bank was appointed to handle the sale. 5. An agreement was finally reached between management and employees. 6. A notice has been nailed up on the wall. 7. It amuses him to see people make fools of themselves. 8. There are some visitors waiting at the reception. 9. There is nothing to worry about on that score. 10. An infusion of \$100,000 into the company is required.

23. Яку роль відіграє артикль в наступних реченнях? Якими способами можна перекласти артикль на вашу рідну мову?

1. An efficient transport system is vital to the smooth running of a country's economy. 2. A businessman appeared in court yesterday accused of stealing \$2 million from his company. 3. An extra \$100 million in foreign aid has been promised. 4. A cash injection of \$ 20 million will be used to improve the health service. 5. A large sum has been allocated for new equipment. 6. A business with so much growth is sure to generate interest among potential acquirers. 7. A French woman has been appointed as head of Switzerland's largest bank. 8. A decision was made to nullify the contract. 9. A good manager should be accessible. 10. An unexpected surge in electrical power caused the computer to crash. 11. A national minimum wage has been introduced by the government. 12. A slowdown forced the company to close or mothball several plants. 13. A strike seriously reduced coal deliveries to industry. 14. An independent body was brought into mediate between staff and management. 15. A restaurant chain employs mystery shoppers to secretly check on quality of customer service.

24. Які з нижче наведених речень є а) односкладними (мають один головний член речення), а які б) двоскладними (мають обидва головних члена речення)?

1. We had to complete the work at a gallop. 2. Click on the 'X' in the top-right corner to close the window. 3. Try to avoid going shopping on Saturdays. 4. That's a matter of opinion. 5. There's huge economic imbalance between two countries. 6. Oil prices are forecast to increase by less than 2% this year. 7. Let's explore this issue more fully. 8. Always make a backup of your work. 9. What a crazy idea! 10. The inspector criticized the slackness and incompetence of staff. 11. What caused the accident? 12. He is on social security. 13. Don't be afraid to say what you think. 14. Try looking at the problem from my angle. 15. Why don't you get Nicole to come to our party? 16. What an enquiring mind you have! 17. What about taking a few days off? 18. This part of the country is mainly agrarian. 19. How very childish of her to refuse to speak to me! 20. How many people do you manage?

25. Чим має бути виражений підмет у наступних реченнях?

(A) It (B) There

1. _____ have been no detectable changes in the country's economic growth. 2. Is _____ much memory in this notebook? 3. _____ appears as if I was wrong. 4. _____ appears to be some mistake. 5. _____ says in the ad that oil prices will remain steady. 6. _____ would be unwise to underestimate our rivals. 7. _____ is no doubting her ability. 8. _____ is either Spanish or Portuguese that she speaks, but I've forgotten which. 9. _____ is most expensive to advertise at peak viewing times. 10. _____ is important for you to take part. 11. _____ is going to take another week or two to sew up this deal. 12. _____ are rumours that she intends to leave the company. 13. _____ seemed to be no difference in the prices in both shops. 14. _____ was the first country to industrialise. 15. _____ would be irresponsible to ignore these factors. 16. _____ was a very constructive decision. 17. _____ are three wage earners in our family. 18. _____ is time to declare war on the illegal use of copied programs. 19. _____ never even occurred to us that he hadn't been invited. 20. _____ makes a very bad impression if you're late for an interview.

(C) One / You / We**(D) They / People**

1. _____ live in a complex world. 2. _____ say it's bad luck to spill salt. 3. _____ can be really cruel sometimes. 4. If necessary, _____ can always consult a dictionary. 5. It makes _____ wonder if the government know what they are doing. 6. _____ can't always get what he wants. 7. In ANB, _____ have a democratic style of management. 8. _____ can never be sure what he'll do the next moment. 9. If you are not known to the Bank, _____ usually require someone to speak for you. 10. _____ say there's a lot of money at stake here. 11. _____ can never be too careful. 12. He marketed some of his inventions and made a fortune, _____ say. 13. Do _____ have the right to destroy the world in which _____ live? 14. _____ are going to widen the road soon. 15. I don't care what _____ think. 16. _____ have to be careful with people _____ don't know. 17. Do _____ speak English in this shop? 18. It can take _____ ages to get served in this pub. 19. _____ speak a strange dialect where I come from. 20. _____ cannot learn a language in six weeks.

26. Заповніть пропуски відсутніми словами:**A one****B ones****C that****D those**

1. _____ in favour of the scheme were in the minority. 2. _____ of the minus points of working at home is not having social contact with colleagues. 3. It's an original device, not _____ of those imitation jobs. 4. It was a sane decision and _____ we all respected. 5. The figures are not very good when measured against _____ of our competitors. 6. I'd like you to meet our new secretary. – Is she the _____ who joined us last week? 7. There is a big difference between studies which are scientific and _____ which are not. 8. There are two vacant tables over there. Which _____ will you occupy? 9. The best advice I've ever had is _____ which my old teacher gave me. 10. Here are the journals. These are the _____ you asked for. 11. Which computer did you use? – The _____ that is in your office. 12. She recognized the handwriting as _____ of her accountant. 13. Which client did you meet? – The _____ who is from Milan. 14. You asked me to get you a reference book. Is this the _____ you wanted?

27. Які з наведених нижче заперечних речень побудовані неправильно? Вкажіть правильний варіант.

1. I didn't have no credit card with me, or I'd certainly have bought it.
2. Do not miss this unique opportunity to buy all six pans at half the recommended price.
3. Don't undersell yourself – you've got a lot to offer a company.
4. She don't have any understanding of what it takes to be a good manager.
5. Let's no just dismiss the idea before we've even thought about it.
6. We mustn't to let management downgrade the importance of safety at work.
7. No previous experience is required for the job.
8. My job doesn't really allow me to deploy my skills.
9. Neither of these three candidates is qualified for the job.
10. Which of the two mobiles would you prefer? – I'd choose none of them.

28. Виберіть правильно побудовані питальні і окличні речення.

1. What did happened yesterday?
2. Whom did they appoint for the post?
3. What did you make think so?
4. Were it universities that pioneered these new industries?
5. How much do it take you to get to work?
6. Why is there a high level of absenteeism in this department?
7. Don't it worry you that the suppliers haven't phoned yet?
8. How many are there people in your department?
9. Isn't it silly worrying about things which are outside your control?
10. Who deserves a bonus?
11. How did they manage to cope with the task?
12. What handouts are you going to use at the presentation?
13. How long will the first stage of the project take?
14. Which do documents you want?
15. How much did it cost?
16. What nice weather we are having today!
17. What a good accountant has she!
18. How beautifully she sings!
19. What an absurd thing to say!
20. How cold is it in your office!

29. Перепишіть речення, використовуючи слово, вказане в дужках.

1. Where is everybody? I don't see anyone here (no-one).
2. I don't want to go anywhere (nowhere).
3. We don't know anything about their opinion (nothing).
4. We didn't invite anybody from their department to our workshop (nobody).
5. These suggestions are not very helpful (none of).
6. He doesn't drink, smoke or eats meat (neither ... nor).
7. They don't ever tell anybody

about their plans (never). 8. The employees don't dare argue with the boss. (hardly ever). 9. The country doesn't have any industry (scarcely). 10. She is a researcher too (not ... either).

30. А тепер допишіть правило:

• За своєю структурою речення бувають

прості, наприклад: They have **i** _____, **наприклад:**

some really good ideas.

There was no time left, so we
decided not to wait for her.

• Складнопідрядні речення складаються з

_____ **речення:** Let me know

i _____ **речення:** if any
difficulties arise.

• Підрядні речення відіграють роль

_____ **речення, наприклад:**

I discussed it with the manager yesterday/when I phoned him.
(обставина часу)

РОЗДІЛ 2

ТРЕНУВАЛЬНІ ЗАВДАННЯ

Виконайте наступні тренувальні завдання, щоб закріпити вміння з побудови основних синтаксичних структур в англійській мові.

1. Зверніть вашу увагу на наступні засоби логічного виділення членів речення.

(А) Виділення підмета – структура There (be)

Перекладіть наступні речення на вашу рідну мову.

1. There is a 10% service charge included in the bill. 2. There are many types of cola on the market, all variants on the original drink. 3. There are still some vacancies for students in science and engineering courses, but the vacancies in humanities have been fulfilled. 4. There is widespread agreement in business community that this law should be changed. 5. There remain major inequalities of opportunity in the workforce. 6. There was insufficient money to fund the project. 7. There will be an inquest into the department's poor performance. 8. There's no knowing what the boss will do if he finds out about this. 9. There's no need to worry about anything. 10. There is a risk that the debt-driven airline may be tempted to scrimp (=save) on security. 11. There seemed no difference in the prices in both shops. 12. There was no time to look for the replacement. 13. There were four candidates for the post, weren't there? 14. Is there anything you want to tell us? 15. Is there much memory in this notebook? 16. There's hot water if you want to make some tea. 17. There have been no detectable changes in the country's economic growth. 18. There are few opportunities for growth in a mature market. 19. There have been massive changes in the world's monetary system. 20. There maybe some minor changes to the plan. 21. There has been a marginal improvement in retail sales. 22. There is a high level of absenteeism in this department. 23. There has been a shift in IT from mainframes to servers. 24. There are at least three reasons in favour of their suggestion. 25. There were over a hundred applicants for the job. 26. There have been complaints over the method of some of their sales agents. 27. There is evidence of a downturn (=reduction) in the housing market.

28. There are two more countries applying for admission to the EU. 29. There's little incentive for people to leave their cars at home when public transport remains so expensive. 30. There was an ominous silence when I asked whether my contract was going to be renewed. 31. There seems to have been a mistake – my name isn't on the list. 32. There is nothing to worry about on that score. 33. There's no way of getting around it – you're going to tell the truth. 34. There was really nothing for him to do. 35. There's no easy answer to the problem.

(B) Виділення присудка – stressed auxiliary verbs

(допоміжні дієслова під наголосом)

Перекладіть наступні речення на вашу рідну мову.

1. **Do** sit down and have some tea. 2. I don't do much sport now, but I **did** play football when I was younger. 3. Why aren't you taking part in our discussion? – I **am** taking. You just don't want to listen to me. 4. Hasn't he finished the task yet? – He **has** finished his part, but he's waiting for the others to do so. 5. It's a pity you can't join us. – But I **can** go with you, if only you waited a bit.

(C) Виділення підмета та другорядних членів речення:

структура It (be) ... that/who ...

Перепишіть речення використовуючи емпатичну структуру It (be) ... that/who ...

1. He can turn to us for support. 2. She usually visits them on Thursday. 3. George found the right answer. 4. They want money badly. 5. She first heard the news from Francis. 6. I met him in London. 7. Ann prefers bright colours. 8. I like most people at work, but I hate the boss's assistant. 9. I'm most worried about the statistics exam. 10. The computer gives me a headache. 11. Professor Erickson is giving a consultation in Room 45. 12. He is feeling unwell because he's working so hard. 13. They managed to save the firm by improving service. 14. I get along with him because he is a kind person. 15. Things got worse after you left.

2. Перекладіть наступні речення на англійську мову.

Структури It/There (be)

Займенники *it, one/you, everybody/everything*

1. Була 9.30 ранку. У приймальні нікого крім нас не було. Панувала тиша, і можна було чути цокання годинника. Було нудно, і я розглядав кімнату. У лівому кутку знаходилася книжкова шафа. Вона була заповнена якимись старими теками. Біля вікна стояв письмовий стіл, а уздовж стіни також кілька крісел для відвідувачів. Минуло вже півгодини від нашого прибуття. Усі весь цей час перебували в нетерплячому очікуванні. Вже давно потрібно було починати прийом, але начальник ще не з'являвся.

2. Чи будуть у нас якісь труднощі? Важко сказати. Ніхто не застрахований від неприємностей. Все залежить від обставин. Раніше жодних проблем не було, так що будемо сподіватися на краще. Тільки потрібно сумлінно виконувати свої обов'язки, і тоді все буде добре.

Структура It (be) ... that/who

1. І тільки під кінець року нам вдалося знайти надійного постачальника. 2. Це питання ми зможемо розглянути не раніше понеділка. 3. Як раз на початку тижня тільки й можна застати менеджера в його кабінеті. 4. Консультацію з цього питання вам, можливо, вдасться отримати тільки у Піта Бітнера. 5. Саме Анна зробила нам неоціненну послугу. 6. Ніхто інший, як Сем запропонував нам цей варіант, і саме йому ми повинні дякувати за успіх. 7. Я купив свій перший планшет саме в цьому магазині. 8. Ось тут ми і побудуємо наш новий універмаг. 9. Саме вам було доручено це завдання. Чому ви його не виконали? 10. Саме такий подарунок я і мріяв отримати на свій ювілей. Дякую. 11. Я просив пофарбувати двері офісу в світло-сірий колір, а не в темно-синій. 12. Якраз її порада нам і знадобилася. 13. Ось цього ми весь час і побоювалися. 14. Саме наполегливості йому і не бракує для просування своїх ідей. 15. Ніхто інший, як сам бос повідомив мені цю новину. 16. Першим, хто зрозумів причину невдачі, був наш новий співробітник. 17. Саме це завдання нам і належить вирішувати в найкоротші терміни. 18. Ось цю несподіванку вони і не могли передбачити. 19. Якраз завтра закінчується термін здачі проекту. 20. Ніде, крім як у нас, ви не купите такого товару.

21. Тільки ABC надасть вам повний перелік послуг в цій галузі. 22. Та ще вчора ви нам збиралися запропонувати іншу ціну! 23. Я доручив це завдання Майклу, і саме його команда і буде його виконувати. 24. У нас був напружений період на роботі. І тільки в кінці місяця ми отримали можливість трохи розслабитися. 25. Тільки Анну я можу рекомендувати на цю посаду.

Структура There (be/seem)

1. Не існує, принаймні зараз, іншої альтернативи вирішення цього питання. 2. Є й інші причини, які можуть призводити до такого результату. 3. На мій погляд, немає приводу для занепокоєння. 4. У приймальні як завжди, було багато відвідувачів. 5. У прилавка стояло три покупця. 6. У нього в офісі на столі стоїть іграшка для релаксації. 7. На стіні висів стенд для оголошень. 8. На підлозі валялися якісь теки і газети. 9. Останнім часом на роботі панує якась важка атмосфера. 10. Під час семінару будуть дві перерви. 11. Відбулись дві попередніх зустрічі до того, як почалися серйозні переговори. 12. Зараз, здається, найсприятливіший період для змін. 13. Здавалося, не було більше причин для занепокоєння. 14. Здається, немає більш відповідного моменту, щоб поговорити з начальником про підвищення. 15. Може здатися, що це не найвдаліше рішення. 16. На наш запит ще немає відповіді. 17. Вам тільки-но дзвонили, і ще хтось хоче з вами поговорити. 18. На стовпі висіло оголошення про прийом на роботу. 19. Чи є ключ від цього кабінету? 20. Чи будуть у нас якісь проблеми з новим обладнанням?

Розповідні заперечні речення – Negative Statements

1. У цьому відділі ніхто нічого ніколи не робить вчасно. 2. Майкл не любив ні писати звіти, ні виступати перед аудиторією. 3. Бос ніколи не дасть йому жодного серйозного доручення. 4. Ти і сам нічого не робиш і іншим не даєш працювати. 5. Ніхто з них не знав відповіді на це питання. 6. Немає жодних підстав не довіряти цим фактам. 7. Вона завжди платить готівкою, у неї немає жодних кредиток. 8. Не може бути жодного прощення такому ставленню до роботи. 9. Ні ми, ні наші конкуренти довго не могли вийти на цей ринок. 10. Ніхто з трьох претендентів не був

призначений на посаду начальника відділу. 11. У нас два нових стажиста. Нікому з них поки не можна доручили роботу з планування. 12. Ми говоримо по-іспанськи в офісі, але не вдома. 13. Для вас сьогодні немає жодних повідомлень. 14. Не тільки ми, а й наші партнери були задоволені результатом. 15. Ніхто не збирався вплутуватися в цю фінансову авантюру.

Негативні питальні речення – Negative Questions

1. Чому вони не відповіли на наш запит? 2. Що конкретно ви не зрозуміли? 3. Хіба тут ніхто не говорить по-англійськи? 4. Ганна ще не дзвонила? Забула чи що? 5. Ви що читати не вмієте? Написано ж "Зачинено". 6. Ти не бачив Петра після відпустки? Як він? 7. Так ви значить не отримали моє повідомлення? 8. Ви не розумієте? Я ж сказала, – "Дайте мені спокій". 9. Хіба ми не оплатили цей рахунок ще в минулому місяці? 10. Невже ти не можеш допомогти нам з презентацією?

Спонукальні речення – Imperatives

1. Давайте я познайомлю вас з суттю справи. 2. Давай я їм все поясню, добре? 3. Давайте розглянемо ще один приклад. 4. Давай перейдемо до справи, добре? 5. Давайте обговоримо це питання на наступній нараді. 6. Нехай вона сама зробить вибір. 7. Нехай секретар надрукує звіт до понеділка. 8. Нехай вона повідомить нам дату приїзду. 9. Нехай цим займаються економісти і політики. 10. Нехай всі дізнаються про це.

Негативні спонукальні речення – Negative Imperatives

1. Ніколи не перебивайте начальника, він вам цього не пробачить. 2. Не підпускайте нового лаборанта до нового обладнання – знову щонебудь зіпсує. 3. Ніколи не обговорюйте ваше особисте життя з колегами по роботі. 4. Не забудьте привітати наших партнерів з укладенням контракту. 5. Давайте я не буду вдаватися в подробиці, а повідомлю тільки найважливіше. 6. Давайте не будемо переходити на особистості, дотримуйтесь професійного етикету. 7. Після того, що сталося, нехай він навіть і не думає про підвищення. 8. І нехай ніхто не сумнівається в серйозності наших намірів. 9. Нехай вона не сподівається на жодні

поступки з мого боку. 10. Нехай наші конкуренти тепер і не мріють про те, щоб нас обійти. 11. Давайте я не буду чекати до понеділка, а зроблю це зараз. 12. Облишмо сперечатися через дрібниці. 13. Давайте не будемо ні на кого більше чекати. 14. Давайте не будемо забувати про безпеку. 15. Не будемо повідомляти начальнику про це. 16. Нехай ніхто не заважає мені працювати. 17. Нехай ці проблеми вас не турбують. 18. Нехай він не переживає про результати. 19. Нехай вона не сидить склавши руки, а щось робить. 20. Нехай вони не сунуть ніс не в свою справу.

Окличні речення – Exclamations

How + adjective/adverb ...!

What + (a) +(adjective) + noun ...!

1. Як важко було переконати начальника дати мені відгул! 2. Як переконливо він вміє аргументувати! 3. Як повільно завантажується цей допотопний комп'ютер! 4. Які у мене для вас цікаві новини! 5. Який симпатичний у вас сисадмін! 6. Яку велику помилку я вчора зробив! 7. Яку нісенітницю вони несуть! Ти тільки послухай. 8. Яка геніальна ідея мені тільки-но прийшла в голову! 9. І скільки шуму вона підняла через якусь дурницю! 10. Яка зухвалість! Говорити, що я вкрав у нього ідею! 11. Яку цікаву думку висловив Ваш колега! 12. Як уважно аудиторія слухала його доповідь!

Негативні питальні структури у ролі окличних речень –

Negative Questions as Exclamations: Wasn't it a waste of time!

1. Ну і спека у вас у відділі! Чому ви не вмикаєте кондиціонер? 2. Ну і нудна була лекція! Не запрошуй мене більше на такі заходи. 3. Яким щасливим виглядає Метью! – Його призначили керівником проекту. 4. Вона увійшла і ні з ким не привіталася. Як дивно! 5. Я тут працюю вже п'ять років. Як летить час!

VERB TENSES COMPARED

State (Present Simple) vs Action (Present Continuous)

1. Він тупий, я не хочу з ним працювати. – Він поводить себе нерозумно. Спробуй з ним поговорити. 2. Наш начальник фінансового відділу був дуже обережною людиною і не став ризикувати. – Під час переговорів він поведився дуже обережно і обмірковував кожен свій крок. 3. Я думаю, що ми з вами порозуміємося. – Я обмірковував вашу пропозицію, і у мене є деякі питання.

Changing and developing situations (Present/Past Continuous)

1. Ціни знову ростуть! Коли ж це припиниться? 2. Економічна ситуація погіршувалася. Потрібно було терміново вживати якісь заходи. 3. Ви все краще і краще говорите по-англійськи. Вітаю. 4. Вчені говорять, що клімат змінюється, і стає важче вирощувати хороший урожай. 5. Міське населення зростає з року в рік.

Facts (Simple) vs Emotions (Continuous): surprise, criticisms, complaints

1. Мені часто доручають відповідальні завдання. – І вічно мені дають найважчі завдання! 2. Комп'ютер старий і часто ламається. – Цей комп'ютер постійно ламається в самий невідповідний момент! 3. Вона часто хворіє і бере відгули. – Вона постійно бере відгули, вічно у неї щось болить. 4. Цей уряд весь час вигадує нові способи вивудити гроші у населення. 5. Я на подив часто стикаюся з Джоан в супермаркеті. 6. Ця нова практикантка постійно підносить нам сюрпризи.

Doing by saying: performative verbs (Simple)

1. Я більше не запізнюватимуся. Обіцяю. 2. Я оголошую збори закритими. 3. Присягаюся надалі завжди доводити вам до відома. 4. Ми пропонуємо розподілити обов'язки порівну. – Згоден. 5. Ми вибачаємось за завдані незручності. 6. Вітаю вас з призначенням на нову посаду. 7. Корпоративний лікар наполягає на профілактичному огляді працівників фабрики. 8. Визнаю, що шокований цією новиною. 9. Я вибачаю вам, але

попереджаю, що це в останній раз. 10. Ми гарантуємо вам повернення грошей у разі браку. 11. Запевняю вас, що ніхто не збирався вас навмисно образити. 12. Ми приймаємо вашу пропозицію, але з одним застереженням. 13. Я не раджу вам купувати товари цього виробника. 14. Я заперечую проти включення цього пункту до порядку денного. 15. Я категорично відмовляюся розмовляти в такому тоні.

**Future: Future Simple/Continuous/ Perfect/Perfect Continuous,
be going to, Present Simple/Continuous**

1. Я зустрічаюся з Ганною у вівторок. Чи впізнає вона мене? Ми так давно не бачились. 2. Ми збираємося купити новий комп'ютер. Я сподіваюся, він буде працювати краще, ніж старий. 3. Гаррі починає працювати з понеділка. Ти з ним познайомишся наступного тижня. 4. Аліса бере участь в нашій квітневої конференції? – Я їй зараз подзвоню і запитаю. 5. Телефон дзвонить. – Я відповім. 6. Я вирішила. Беру відпустку і їду на пару тижнів до моря. 7. У нас накопичилося багато рахунків. – Я знаю, збираюся з ними розібратися завтра. 8. Головну дорогу збираються закрити на ремонт. Доведеться добиратися на роботу по окружній дорозі. 9. Збори починається рівно о десятій. Не спізнуйтеся. 10. А о котрій годині наш поїзд прибуває в Мадрид? 11. Як я можу отримати бланк заяви? – Ідіть до головного офісу на другому поверсі. 12. Можливо, менеджер погодиться з вами. А ми вас теж підтримаємо. 13. Ви не візьмете участь у нашій дискусії? – Дякую. Із задоволенням візьму участь. 14. Звідси далеко до виставкового центру. Візьмемо таксі? 15. У конференц-залі дуже душно. Будь ласка, увімкніть кондиціонер. 16. Коли ми зустрінемося? – Хвилиночку, я подивлюся свій щоденник. Ви будете вільні в цей час завтра? 17. Може, з'їздимо разом на цей ярмарок? 18. Я нікому не скажу про ваші помилки, обіцяю. 19. Мені надрукувати це оголошення? 20. Цікаво, що бос зробить з цього приводу? 21. Що замовлятимете? – Мені, будь ласка, чорну каву. 22. Це забере багато часу? Як ви вважаєте? 23. Коли точно приїжджають наші партнери з Німеччини? Давайте узгодимо програму. 24. Я диктуватиму, а ти будеш друкувати доповідь. 25. Ти будеш користуватися принтером? Якщо ні, то я роздрукую свій звіт. 26. До наступного кварталу ми подвоїмо наші поставки закордон. 27. У

вересні буде рік, як я вивчаю італійську. 28. Що ви робите? Ви зараз перекинете монітор! 29. Уже 8.50. Ти сьогодні точно запізнишся на роботу! 30. Все, на сьогодні вистачить. – Хвилинку! Я йду з тобою. 31. Коли ти будеш дзвонити нашим постачальникам? 32. У наступному році буде вже 15 років, як я тут працюю. 33. Через 100 років населення земної кулі зросте в чотири рази. 34. Менеджер зараз розмовляє з клієнтом, а потім поговорить з вами. 35. Я посварився з босом і збираюся шукати інше місце роботи.

Past Tenses: Past Simple vs Past Continuous

1. Я вперше познайомився з Алексом майже 20 років тому, коли жив в Женеві. Я тоді працював в одному з бюро перекладів, а у нього була робота в страховій компанії. Ми зустрілися на одній з корпоративних вечірок, розговорилися і виявили, що у нас багато спільного. 2. Ми не часто бачилися з Френком минулого місяця. Він більшу частину часу був в роз'їздах (go backwards and forwards). 3. Коли ми проходили стажування в їх компанії, начальник відділу продажів раз у раз скаржився на нас – ну нічого ми не могли зробити (cannot do a thing right). 4. На моєму останньому місці роботи ми часто обговорювали результати роботи кожного співробітника. 5. Я дійсно втомилася минулого тижня. Проходила велика конференція з маркетингу, і я перекладала по вісім-десять годин на день. 6. У той час він якраз намагався знайти хоч якусь роботу. 7. Чия це була ідея проводити збори ввечері в п'ятницю? 8. Я не збирався підтримувати цю абсолютно абсурдну пропозицію. 9. У цей час минулого вівторка ми проводили нараду. 10. Під час виборчої компанії люди щодня проводили демонстрації проти політики уряду. 11. Хто написав цю нісенітницю? Цифри не перевірені, та ще й сила-силенна орфографічних помилок. 12. Ви були у відпустці у минулому році? 13. Сьогодні вранці я запізнився на ділову зустріч через транспортні пробки. 14. Поки Нік проводив співбесіду, ми вивчали резюме кандидатів. 15. Павло вважав, що він має рацію і не мав наміру вибачатися.

Present Perfect (Continuous) vs Past Simple

1. Усі відділи нашої компанії досягли хороших результатів в цьому кварталі. 2. Минулого місяця кілька урядовців були вплетані у великий корупційний скандал. 3. Я знайомий з паном Брауном. Нас представили один одному на торішньому ярмарку. 4. Більшість вчорашніх газет критично прокоментували бюджет. 5. Керуючий вже тричі подавав у відставку. 6. Останні півроку вони проходять виробничу практику. 7. Де ви були? Вас розшукують вже цілу годину. – Я розмовляв з нашими новими постачальниками. 8. В одному з магазинів стався дивний інцидент. Один з покупців взяв з полиці ковбасу і з'їв її прямо в залі. 9. Я проводжу багато часу у відрядженнях з тих пір, як наші компанії почали співпрацювати. 10. Скільки ж ми не бачилися? Цілих п'ять років! І чим ти займався весь цей час? 11. Компанія подвоїла свій прибуток з тих пір, як Джеймс став менеджером. 12. Ви вже вдруге спізнюєтеся цього тижня. 13. Це найбільш невдала рекламна кампанія з усіх, в яких ми брали участь. 14. Це ви на мій стіл поклали ці документи? Ні? А хто тоді це зробив? 15. Які новини? – Алана обрали головою Ради Директорів.

Past Perfect

1. Я тричі заходив до них в офіс, поки, нарешті, не застав менеджера. 2. До того часу, коли ми дісталися до міста, семінар вже закінчився. 3. До кінця свого другого року в університеті він вирішив кинути навчання і зайнятися бізнесом. 4. Я заблукав в місті, тому що був там вперше. 5. Зустріч пройшла успішно, тому що була добре спланована. 6. До кінця дня секретар надрукувала три звіти і п'ять листів. 7. Цифри за обсягами продажів не вражали. Відділ погано попрацював в минулому кварталі. 8. Я не знав, що відповісти клієнту. Він вже четвертий раз дзвонив з приводу доставки замовлення. 9. За кілька днів перед зборами я поспілкувалася з безліччю людей і дещо з'ясувала. 10. Джон вирішив серйозно поговорити з секретарем. Вона вже втретє забувала передавати йому термінові повідомлення.

Past Perfect Continuous

1. Перед тим, як компанія збанкрутувала, вона протягом кількох років зазнавала збитків. 2. Нарешті я знайшов свою папку. Де я її тільки не

шукав! 3. Олена спізнилася на цілу годину, бо займалася однією проблемою, яка несподівано виникла. 4. Я відчував себе втомленим, тому що всю ніч просидів за комп'ютером. 5. Ви обговорювали проблему перед тим, як повідомити про неї керівництву? 6. Що Павло сказав з приводу графіка? – А ти що ж не слухав? 7. Джон знову завалив іспит. – Не дивно, він до нього зовсім не готувався. 8. Як довго ви працювали на різні компанії перед тим, як почали свій власний бізнес. 9. Нарешті ми закінчили замовлення. Ми працювали над ним три місяці. 10. Так ви говорите, що до того, як піти з компанії ви займалися міжнародними проектами?

MIXED TENSES

1. Чашечку кави? – Дякую, я щойно пообідав. Давайте відразу перейдемо до справи.

2. О котрій годині прибуде адвокат? – Він уже приїхав і чекає на вас у себе в кабінеті.

3. Я написала лист, але ще не відправила його. – Дозвольте-но мені на нього глянути.

4. Ви коли-небудь брали участь в переговорах? – Доводилося пару разів, а що? – Ми збираємося взяти участь у конкурсі, і нам потрібні досвідчені фахівці.

5. Це найвідповідальніше завдання з усіх, що ми коли-небудь отримували. Спробуйте виконати його якісно і в строк. – Коли починаємо? – Відразу як тільки отримаємо весь пакет документів.

6. Та я ніколи до сьогоднішнього дня не писав ніяких звітів і не знаю, як це робити! – Ну ви ж не збираєтеся говорити про це менеджеру? Я дам вам зразок.

7. Я ніколи за все своє життя не виступала перед великою аудиторією. – Я впевнений, ви впораєтеся, а Марк вам допоможе.

8. Ви останнім часом не отримували звісток від Петра? Як йому працюється на новому місці? – У нього все йде добре. Пише, що до цих пір не було жодних проблем.

9. Я працюю в компанії з 1999 року. Нічого тут не змінилося за останні кілька років.

10. Давно я не займався бухгалтерією. Думаєш, впораюся?

КОРОТКИЙ ГРАМАТИЧНИЙ КУРС

БУДОВА ВИСЛОВЛЮВАННЯ

ЛЕКЦІЯ №1

СТРУКТУРА ПРОСТОГО АНГЛІЙСЬКОГО РЕЧЕННЯ

(А) Особливості побудови англійської синтаксичної структури (першорядна роль порядку слів, переважання аналітичного способу утворення граматичних форм, обов'язковість повноти синтаксичної структури, використання лексично порожніх формальних слів – заповнювачів структури)

§ 1. Роль порядку слів в англійському реченні

Перш ніж докладно обговорювати особливості англійського синтаксису, згадаємо деякі відомості з граматики рідної мови, цілком застосовні і до англійської мови.

Якщо порівняти два ланцюжки слів: «їх доставка товару» і «вони доставили товар», то можна сказати, що при схожості смислів їх складових частин між ними існує принципова відмінність. Хоча обидві ланцюжки являють собою граматично оформлену послідовність слів, тільки другий ланцюжок виражає закінчену думку, тобто речення, тоді як перший такої закінченості не має і залишається на рівні словосполучення. Закінченість другому ланцюжку надає віднесення висловлювання до дійсності, що виражено особовою формою дієслова, тобто присудком, який узгоджується з підметом в особі, числі або роді.

Речення створює саме наявність зв'язку між підметом і присудком – головними членами речення, які і складають основу його структури. Крім головних членів до речення можуть входити другорядні члени речення – додаток і обставина, які розширюють і ускладнюють структуру речення, але самого речення не створюють. Хоча до другорядних членів речення відносять і означення, його слід було б віднести до членів речення

третього розряду. Вся справа в тому, що означення не тільки не створює структури речення (як це роблять підмет і присудок), але навіть не змінює цієї структури (як це роблять додаток та обставина). Означення входить до речення не як самостійний елемент, а лише в складі якого-небудь іншого члена речення і ускладнює структуру тільки цього члена речення.

Означення, що підкреслені в наступному реченні, входять до складу відповідно підмета, непрямого додатка та обставини:

Досвідчений секретар може допомогти молодому керівникові у важкій ситуації.

А тепер поговоримо про розташування членів речення відносно один одного. Ось тут і починаються відмінності між рідною мовою і англійською. Східнослов'янські мови належать до мов синтетичного типу, в яких переважають структури, які об'єднують лексичні та граматичні значення в одному слові.

Вона забула повідомити співробітників про збори.

Крім лексичного значення «забувати» форма «забула» повідомляє нам і граматичні значення: 3-я особа, однина, жіночий рід, минулий час, доконаний вид, активний стан, дійсний спосіб. Порівняйте це речення з його англійським еквівалентом:

*She **has forgotten** to inform the staff about the meeting.*

В англійському реченні присудок складається з двох частин. Лексичне значення міститься тільки в другій частині, а граматичне – і в першій і в другій: 3-я особа, однина, Present Perfect Active (теперішній доконаний час в активному стані дійсного способу).

У мовах синтетичного типу функцію слова у реченні можна однозначно визначити за його формой, тобто за такими граматичними ознаками, як закінчення; тому мовець вільний розставляти члени речення на свій розсуд. Більш того, вибравши інший порядок слів, можна поміняти логічний наголос у реченні і змінити, таким чином, сенс висловлювання. У мовах синтетичного типу порядок слів у реченні має, в першу чергу, не граматичне, а смислове (логічне) навантаження.

Порівняйте наступні речення:

Начальник відділу дав двом співробітникам нове завдання.

Начальник відділу дав нове завдання двом співробітникам.

Двом співробітникам начальник відділу дав нове завдання.

Двом співробітникам нове завдання дав начальник відділу.

Нове завдання начальник відділу дав двом співробітникам.

Нове завдання двом співробітникам дав начальник відділу.

У мовах аналітичного типу, до яких належить англійська мова, інша справа. При відсутності відмінкових закінчень, саме порядок слів є одним з основних показників синтаксичної функції слова в реченні, тобто кожен член речення впізнається як раз за своїм місцем у реченні. Тому **в англійському реченні існує фіксований порядок слів** – за кожним членом речення закріплено певне місце.

У простому розповідному реченні підмет займає перше місце, на другому місці стоїть присудок, потім іде додаток:

The company produces electronic equipment. – Компанія виробляє електронне устаткування.

§2. Аналітичний спосіб утворення граматичних форм

В англійській мові переважає аналітичний спосіб утворення граматичних форм. Аналітична форма складається з службової (допоміжної) частини, що виражає граматичне значення, і змістовної частини, що передає лексичне значення слова.

Наприклад:

*She **is speaking** with the manager.* – Вона розмовляє з менеджером.

Присудки в англійській мові складаються в основному з двох або більше слів. Із синтетичних особових дієслівних форм (тобто тих, що мають граматичне і лексичне значення в одному слові) можна назвати Present Simple і Past Simple:

*She **speaks** perfect French.* – Вона досконало володіє французькою мовою.

*Martha **decided** to apply for the job.* – Марта вирішила подати заяву на цю роботу.

*We also **took** part in the discussion.* – Ми теж взяли участь в дискусії.

Підмет і додаток, як ми побачимо далі, теж можуть мати аналітичну форму.

§3. Обов'язковість повноти синтаксичної структури

Оскільки член речення впізнається за своєю позицією в реченні, синтаксична структура англійського речення повинна бути завжди повною. Іншими словами, кожна передбачена синтаксична позиція повинна бути заповнена. Так, наприклад, у другій частині цього англійського речення підмет пропускати не можна:

*They say that **they** will come back soon.* – Вони кажуть, що (вони) скоро повернуться.

Те ж стосується і присудка (точніше, дієслова в особовій формі у складі присудка), який має займати другу позицію, навіть якщо вона лексично порожня і не перекладається:

*She **is** an efficient secretary.* – Вона (–) досвідчений секретар.

Дієслово-зв'язка *is*, не маючи лексичного значення, несе всю граматичну інформацію про присудок: 3-я особа, однина, Present Simple (теперішній час, дійсний спосіб).

Абсолютна більшість англійських речень є двоскладними, тобто мають два головних члена речення – підмет і присудок.

Українські односкладні речення перекладаються англійською мовою за допомогою двочленної конструкції (підмет + присудок).

Темніє. – *It is getting dark.*

Було жарко. – *It was hot.*

Примітка

В англійській мові є також кілька типів односкладних речень:

- спонукальні *Fill in the form, please.* – Заповніть бланк, будь ласка.
- з інфінітивом *Why not speak about it now?* – Чому б не поговорити про це зараз? / *To think of it!* – Подумати тільки!
- з герундієм *What about having a break for a while?* – Як щодо того, щоб зробити невелику перерву?

§4. Слова-заповнювачі структури

Для збереження повноти структури речення в англійській мові використовуються спеціальні формальні слова, які, не маючи лексичного значення, виконують синтаксичну функцію заповнення порожніх позицій.

До формальних граматичних слів відносяться: **it, there, one, that**:

1. **It** може використовуватися в якості формального підмета або додатка:

It's seven o'clock already and it's getting dark. – Уже сьомо і темніє.

It takes me an hour to get to work. – Мені потрібна година для того, щоб добратися на роботу.

I made it a rule to check the mail in the morning. – Я взяв собі за правило перевіряти пошту зранку.

2. Ввідне **there**, займаючи першу позицію в реченні, виступає в ролі формального граматичного підмета, а смислова частина підмета стоїть після присудка:

There were five candidates for the post. – На посаду претендувало п'ятеро кандидатів.

3. **One (ones - множина)** як слово-замінник дозволяє уникнути повтору:

I spoiled this form. Could you give me another one? – Я зіпсував цей бланк. Чи не могли б ви дати мені інший?

4. **That (those – множина)** як слово-замінник використовується в офіційном письмовому стилі мови подібно до *one*, щоб уникнути повтору і для збереження повноти синтаксичної структури:

His own experience was different from that of his colleagues. – Його власний досвід відрізнявся від досвіду його колег.

In my opinion, the best goods are those from Japan. – На мою думку, найкращі товари – це товари з Японії.

**(В) Речення і висловлювання. Будова та типи речень.
Порядок слів у різних типах речень.**

§5. Побудова висловлювання в процесі мовного спілкування

При мовному спілкуванні люди обмінюються своїми думками і почуттями за допомогою висловлювань. Висловлювання як закінчена думка має мовну форму, яка називається реченням. Таким чином, речення як мовна форма співвідноситься з висловлюванням як одиницею мовного спілкування. Висловлювання може мати на меті: повідомити інформацію, запитати інформацію, спонукати до виконання дії.

Як носій інформації висловлювання має смислову (логічну) структуру, що складається з двох частин. В одній частині висловлювання міститься вихідна інформація, відома співрозмовникам, тобто **тема**. У другій частині висловлювання на цю тему партнеру по спілкуванню повідомляється нова інформація, яку прийнято позначати терміном **рема**.

Зазвичай тема висловлювання ставиться на початку речення, а рема – щось нове, що про неї повідомляється – іде за темою, тобто ставиться в кінець речення. Така послідовність є цілком природною (оскільки речення розгортається в часі) і є характерною для мов синтетичного типу, в яких порядок слів у реченні впливає на логічну структуру висловлювання. Але в англійській мові це можливо не завжди. Розглянемо два приклади:

Приклад 1

Тема	Рема
1. Покупець	підійшов до прилавка.
1. The customer	came up to the counter.

Приклад 2

Тема	Рема
2. До прилавка підійшов	покупець.
Рема	Тема
2. A customer	came up to the counter.

Оскільки в англійській мові за допомогою порядку слів розставляють насамперед по своїх місцях члени речення, рема (у другому реченні),

будучи підметом речення передуює темі. Для позначення реми замість порядку слів використовується в даному випадку неозначений артикль, який є показником нової, незнайомої інформації. Неозначений артикль (або нульовий з незлічуваними іменниками або іменниками у множині), як показник інформаційної ролі слова в реченні, часто перекладається словами *один (з), якийсь, деякий, який-небудь, частина, деякі*.

***Positive changes in the economic situation can be anticipated from these very reforms.** – Саме з прийняттям цих реформ можна очікувати **якихось позитивних змін** в економічній ситуації.*

З точки зору подачі інформації і логіки висловлювання зміна послідовності теми і реми на догоду збереженню порядку знаходження підмета і присудка не завжди зручна. В англійській мові існують синтаксичні структури, які дають можливість пересувати у кінець речення підмет, який є ремой висловлювання. Однією з таких структур є конструкція ***there (be)***. Ввідне *there* має функцію формального граматичного підмета, що дозволяє змістити реальний підмет як логічний центр висловлювання ближче до кінця речення і в той же час зберегти його синтаксичну структуру. Як бачимо, аналітичну форму в англійській мові може мати не тільки присудок, а і підмет.

***There are four new people in our department.** – У нашому відділі чотири нових співробітника.*

Порівняйте:

***There was a report on the desk by the window.** На столі біля вікна лежав звіт.*

***The report was on the desk by the window.** Звіт лежав на столі біля вікна.*

§6. Будова речення

1. Типи речень

Залежно від комунікативного наміру, тобто мети висловлювання, речення поділяються на кілька типів:

- розповідні (для повідомлення інформації);

Company's profits have doubled since the introduction of new technology.

– Прибутки компанії подвоїлися з часу впровадження нової технології.

Students do find that their workload increases throughout the course. –

Студенти дійсно думають, що їх навантаження росте протягом курсу.

- питальні (для запиту інформації);

Are you dissatisfied with the service? – Ви не задоволені обслуговуванням?

Do you have any academic qualifications? – У вас є яка-небудь освіта?

- спонукальні (спонукають виконати дію);

Keep an account of how much you are spending. – Ведить облік того, скільки ви витрачаєте.

Do start without me. I'll be a little bit late. – Починайте без мене. Я запізнююсь.

Don't throw away these papers! – Не викидайте цих паперів!

Let me explain it to you. – Дозвольте мені вам пояснити.

Let's not discuss this issue now. – Не будемо дискутувати про це зараз.

Let them do it themselves. – Нехай вони роблять це сами.

окличні (передають почуття і емоції).

What an awful thing to say about your colleagues! – Які жахливі речі ви говорите про своїх колег!

How carefully everybody was listening to the speaker! – Як ретельно усі слухали лектора!

2. Прямий порядок слів у розповідному реченні

Просте двоскладне непоширене речення складається всього з двох членів речення – підмета і присудка.

Підмет	Присудок
The customer <i>Клієнт</i>	was pleased. <i>був задоволений.</i>

Просте поширене речення включає крім головних ще й другорядні члени речення: додатки та обставини.

The company gave all its staff a pay rise last month. – Минулого місяця компанія всім співробітникам підвищила зарплату.

Порядок розташування головних членів речення має граматичний сенс. **Прямий порядок слів є характерною ознакою розповідного речення.**

3. Зворотний порядок слів у питальному реченні

Щоб побудувати питальне речення, потрібно весь присудок або його допоміжну частину поставити перед підметом. Такий порядок слів називається зворотним, або **інверсією**.

При **повній інверсії** (з дієсловом *be*) підмет з присудком міняються місцями.

Присудок	Підмет	
Is	the manager	in?

При **частковій інверсії** тільки частина присудка стоїть перед підметом.

Допоміжне дієслово	Підмет	Смислова частина присудка
Does	your wife	work?

§ 7. Розповідне речення

Стверджувальні та заперечні структури

Розповідні речення можуть бути стверджувальними та заперечними. Слід пам'ятати, що в англійському заперечному реченні допускається лише один заперечний елемент. Використання двох негативних елементів в більшості випадків є некоректним, а в деяких випадках переводить речення в розряд стверджувальних.

Порівняйте:

It is impossible. – Це неможливо.

It is not impossible. – Це цілком можливо.

У ролі заперечного елемента може виступати будь-який член речення, а також сполучники. Заперечення при присудку будується за допомогою заперечної частки *not* (якщо присудок виражено основним дієсловом *be*) або за допомогою допоміжного дієслова і заперечної частки *not* (з іншими дієсловами).

He is not from our department. – Він не з нашого відділу.

She has not sent her resumé. – Вона не прислала свого резюме.

Якщо негативний елемент міститься в інших членах речення (додатках та обставинах), або негативним є сполучник, присудок залишається в позитивній формі.

Порівняйте:

Я нікого тут не бачив. – *I didn't see anybody here.* | *I saw nobody here.*

Ніхто нічого не знає. – *Nobody knows anything.*

Він ніколи не бере відпустку взимку. – *He does not ever take his holidays in winter.* | *He never takes his holidays in winter.*

Ми нікуди не можемо піти. – *We cannot go anywhere.* | *We can go nowhere.*

Мій колега не грає ні в теніс, ні в гольф. – *My colleague does not play either tennis or golf.* | *My colleague plays neither tennis nor golf.*

§8. Питальне речення

Типи питань

Питальні речення поділяються на кілька типів.

Загальне питання (Yes/no question) – питання до всього речення – будується як речення з частковою інверсією. У питанні з присудком, вираженим дієсловом *be* в значенні 'бути', 'перебувати', інверсія є повною.

Have they interviewed all the candidates? – Вони опитали всіх претендентів?

Can I take part in the seminar? – Можу я взяти участь у семінарі?

Is your office far from the station? – Ваш офіс знаходиться далеко від вокзалу?

Альтернативне питання (Alternative question) – питання з вибором – складається ніби з двох загальних питань.

Have the panel finished the interview or are they still talking? – Члени комісії вже закінчили співбесіду або ще розмовляють?

Did you speak to him yesterday or are you just going to? – Ти говорив з ним вчора або тільки збираєшся?

Розділове питання (Tag question) – твердження з перепитанням – складається з двох частин: твердження зі структурою розповідного речення (стверджувального чи заперечного) і перепитання, яке будується у вигляді короткого питання (теж позитивного або негативного). У другій частині підмет виражено відповідним займенником, а присудок символізує допоміжне дієслово в тій же видо-часовій формі, що і присудок в основній частині. За знаком заперечення твердження і перезапит є протилежними один одному.

You will not refuse to speak at the meeting, will you? – Ви ж не відмовитеся виступити на нараді?

You graduated from a technical university, didn't you? – Ви закінчили технічний університет, правда?

You have two references, don't you? – У вас є дві рекомендації, так же?

There are no other views on this matter, are there? – З цього питання не має інших думок, чи не так?

Спеціальне питання (Wh- question) – питання до одного з членів речення – починається з питального слова (або фрази), за яким іде питальна конструкція з частковою інверсією.

Why do you want to work for our company? – Чому ви хочете працювати на нашу компанію?

Питання до підмета – різновид спеціального питання з прямим порядком слів – починається з питального слова, яке і є підметом. За підметом відразу іде присудок, тобто за структурою питання до підмета схоже на розповідне речення. Якщо присудок складається з одного слова, (тобто має синтетичну, а не аналітичну форму – Present або Past Simple) то допоміжне дієслово для побудови цього типу питання не потрібно.

Who told you about it? – Хто вам розповів про це?

Who deals with visitors in your office? – Хто приймає відвідувачів у вашому офісі?

What has happened? – Що сталося?

У короткій відповіді на питання до підмета для збереження повноти структури на місці присудка вживається допоміжне дієслово тієї видо-часової форми, в якій поставлено питання.

A: – Who is in charge of your department?

B: – Mr Oliver is.

A: – Who told you the news?

B: – Our accountant did.

A: – Хто завідує вашим відділом?

B: – Пан Олівер.

A: – Хто повідомив вам цю новину?

B: – Наш бухгалтер.

ЛЕКЦІЯ 2

ГОЛОВНІ ЧЛЕНИ РЕЧЕННЯ: ПІДМЕТ І ПРИСУДОК

§1. Значення і способи вираження підмета

Підмет, один з головних членів двоскладного речення, може мати різні логічні значення, що впливає на вибір форми присудка – другого головного члена речення.

Якщо підмет є суб'єктом (тобто сам виконує дію, є носієм якої-небудь якості або перебуває в якомусь стані), то **присудок стоїть в активному стані**.

They delivered us the goods on Tuesday. (Past Simple Active) – Вони доставили нам товар у вівторок.

Sam is our new programmer. – Сем – наш новий програміст.

She is being nervous because of the lost invoice. – Вона нервує через накладну, що була загублена.

Якщо ж підмет є об'єктом або адресатом дії (тобто піддається впливу ззовні), то **присудок стоїть в пасивному стані**.

The goods were delivered to us on Tuesday. (Past Simple Passive) – Товар був доставлений нам у вівторок.

We were delivered the goods on Tuesday. (Past Simple Passive) – Нам доставили товар у вівторок.

Залежно від значення підмета і способу його вираження речення можна класифікувати на:

- 1) особові;
- 2) узагальнено-особові;
- 3) неозначено-особові;
- 4) безособові.

Підмет особового речення може бути виражений:

а) іменником в загальному відмінку, іменником в присвійному відмінку або групою іменників;

Melissa made a very interesting presentation. – Мелісса зробила дуже гарну презентацію.

Melissa's was the most interesting presentation. – У Мелісси була найцікавіша презентація.

Melissa and her team prepared well for the presentation. – Мелісса і її команда добре підготувалися до презентації.

б) субстантивованим прикметником (тобто прикметником, який перейшов в розряд іменника);

The rich will never understand the poor. – Багаті ніколи не зрозуміють бідних.

в) займенником (особовим, присвійним, неозначеним, питальним);

I declare the meeting open. – Я оголошую збори відкритими.

Theirs was a rather strange proposition. – Їх пропозиція була досить дивною.

Is everything ready for the conference? – Все готово для конференції?

Who is going to take part in the project? – Хто має намір взяти участь у проекті?

г) числівником (кількісним і порядковим);

The containers had arrived the day before and two of them were damaged. – Контейнери прибули днем раніше, і два з них були пошкоджені.

The second to come was Harry. – Другим прийшов Гаррі.

д) неособовою дієслівною формою:

інфінітивом або інфінітивним зворотом;

To understand means to forgive. – Зрозуміти значить пробачити.

For us to understand it was not easy. – Нам зрозуміти це було нелегко.

герундієм або герундіальним зворотом;

Participating in projects is obligatory. – Участь в проектах обов'язкова.

His taking part is also desirable. – Його участь також бажана.

дієприкметниковим зворотом;

She was seen leaving the office at noon. – Бачили, як вона виходила з офісу опівдні.

е) підрядним реченням.

That he agreed to come is rather strange. – Те, що він погодився прийти, досить дивно.

Примітки:

1. Якщо підмет є носієм нової інформації (ремой) і виражений іменником з неозначеним / нульовим артиклем, іменником з порядковим числівником або неозначеним займенником, а дієслово-присудок позначає наявність / відсутність чого-небудь / кого-небудь (зазвичай це дієслово *be*), то використовується аналітична конструкція з формальним підметом ***There***.

There will be several guest speakers at our meeting. – На нашій нараді будуть кілька запрошених виступаючих.

2. Якщо підмет виражено неособовою формою (інфінітивом, герундієм), комплексами з неособовими формами або підрядним реченням, то зазвичай використовується аналітична конструкція з формальним підметом ***It***.

It is rather strange that he agreed to come. – Досить дивно, що він погодився прийти.

It was not easy for us to understand it. – Нам зрозуміти це було нелегко.

Підмет узагальнено-особового речення виражається в офіційному письмовому стилі неозначено-особовим займенником ***one*** (який позначає будь-яку людину, включаючи того, хто говорить), а в нейтральному і розмовному стилях особовим займенником ***you*** з узагальненим значенням.

One has an obligation to one's partners. – Кожен має зобов'язання перед своїми партнерами.

One has to learn to control oneself. – Потрібно навчитися контролювати себе.

You get to accept these things as you get older. – З віком починаєш приймати ці речі.

Коли мова йде про будь-яку групу осіб (громадян країни, працівників організації, членів колективу), до якої мовець зараховує і себе, у якості підмета можна вжити особовий займенник ***we***.

In NTN, we prefer a more democratic style of management. – У нас в НТН прийнятий більш демократичний стиль управління.

У **неозначено-особових реченнях** підмет виражається особовим займенником ***they*** з неозначеним значенням або іменником ***people***: *They / people say that _____. – (Люди) говорять, що _____.*

У ситуаціях, коли суб'єкта дії взагалі не існує, використовуються безособові речення. Як **підмет безособового речення** виступає безособовий займенник **It**. Присудок (найчастіше це дієслово *be*) в цьому випадку стоїть в активному стані.

Тут слід розрізняти:

а) власне безособові речення з безособовим формальним **It**:

It's eleven o'clock. – Зараз одинадцята година.

It was getting dark. – Суменіло.

It often rains here in summer. – Тут влітку часто йдуть дощі.

It'll be spring soon. – Скоро буде весна.

It has been hot these days, hasn't it? – Останнім часом дуже жарко, згодні?

б) безособові речення з емпатичним (підсилювальним) **It**:

It was Ann who saved the situation. – Саме Анна допомогла вийти з ситуації.

It was in 2010 that we first met. – Ми вперше познайомилися в 2010 році.

§2. Типи форм присудка і способи їх вираження

Присудок – другий головний член речення – означає дію, стан або ознаку підмета. Граматично зв'язок присудка з підметом виражається узгодженням в особі і числі. І крім того, як ми вже з'ясували, від логічного значення підмета (суб'єкт або об'єкт / адресат) залежить форма стану присудка (Active або Passive).

Основні типи форми присудка в англійській мові: 1) простий дієслівний присудок; 2) складений дієслівний присудок; 3) складений іменний присудок.

Простий дієслівний присудок має одне лексичне значення і може бути виражений як простою (синтетичною) формою дієслова, так і складною (аналітичною) дієслівною формою.

I usually deputize for the manager in his absence. – Я зазвичай заміняю менеджера в його відсутність.

I am deputizing for the manager while he is away. – Я заміняю менеджера, поки він у від'їзді.

Складений дієслівний присудок складається з двох дієслів, кожне з яких має своє лексичне значення.

До складених дієслівних присудків відносяться:

а) модальний присудок, який складається з особової частини, вираженої модальним дієсловом і неособової частини, вираженої інфінітивом основного дієслова;

I can speak Italian fluently. – Я можу вільно говорити по-італійськи.

You need not type this text. – Вам не потрібно друкувати цей текст.

б) присудок, що позначає фазу дії або процесу, який складається з особової частини, вираженої одним з таких дієслів, як *begin, start, continue, go on, keep on, resume, cease, finish, stop*, і неособової частини, вираженої інфінітивом або герундієм основного дієслова.

They stopped producing that model last year. – Вони припинили виробляти цю модель в минулому році.

We have started to research this market segment. – Ми почали досліджувати цей сегмент ринку.

Складений іменний присудок складається з дієслова-зв'язки та іменної частини. Лексичне значення іменного складеного присудка міститься в його іменній частини, а дієслово-зв'язка *be* є лексично порожнім і служить для формування граматичної складової присудка, оскільки не існує, як ми вже знаємо, присудка без особової форми дієслова.

Іменна частина присудка може бути виражена:

а) іменником або групою іменників;

Helen is a merchandiser. – Хелен мерчендайзер.

Mark will be our new analyst. – Марк буде нашим новим аналітиком.

I am in charge of seven other staff. – Я керую сімома іншими співробітниками.

б) прикметником або групою прикметника;

Our old boss was strict. – Наш колишній бос був суворий.

I'm really exhausted. – Я так втомилася.

George is responsible for the financial side. – Джордж відповідає за фінансові питання.

в) займенником;

It's me. – Це я.

The signature is mine. – Підпис мій.

г) числівником.

He is twenty-one. – Йому двадцять один рік.

Your hotel room is 105. – Ваш номер в готелі 105.

We were the first in the queue. – Ми були першими в черзі.

Крім дієслова **be** в якості зв'язки між підметом і іменною частиною присудка можуть вживатися і інші дієслова: *become, get, turn, grow, feel, look, sound, taste, smell, stay, remain.*

He will become a good economist. – Він стане хорошим економістом.

They remained silent for the rest of the meeting. – Вони зберігали мовчання до кінця зборів.

§3. Повні і неповні речення

Якщо у двоскладному реченні представлені обидва склади – склад підмета і склад присудка – то таке речення називається повним.

Якщо в двоскладному реченні відсутній один (або обидва) з двох складів, то це неповне, або еліптичне речення. Еліпс вживається для того, щоб уникнути непотрібного повтору або для повідомлення тільки найголовнішого. Еліптичні речення часто використовуються в розмовному діалогічному мовленні, як правило, у репліках-відповідях.

– *Have you sent the e-mail?*

– *Not yet.*

– *When is the head of the department going to announce the winners?*

– *Maybe, at tomorrow's meeting.*

– *Ти послав повідомлення?*

– *Ще ні.*

– *Коли начальник відділу збирається оголосити переможців?*

– *Можливо, на завтрашніх зборах.*

На письмі відповідь на питання до підмета повинна бути двоскладною (літературна норма), але в розмовній мові дієслово може пропускатися.

Who wrote the report? – I did. / Me. – Хто писав звіт? – Я.

ЛЕКЦІЯ 3

ДРУГОРЯДНІ ЧЛЕНИ РЕЧЕННЯ: ДОДАТОК

§1. Непоширені і поширені речення

Речення вважається непоширеним, якщо в ньому присутні тільки головні члени. При наявності хоча б одного другорядного члена речення стає поширеним. До другорядних членів речення належать насамперед **додаток** та **обставина**.

He agreed. – Він дав згоду.

He agreed to our proposition. – Він дав згоду на нашу пропозицію.

House prices have jumped. – Ціни на нерухомість підскочили.

House prices have jumped dramatically. – Ціни на нерухомість різко підскочили.

§2. Типи додатків і способи їх вираження

Залежно від свого значення і місця в структурі речення додатки поділяються на: а) прямий додаток; б) непрямий додаток в) прийменниковий додаток.

Наявність або відсутність у присудка додатка залежить від значення дієслова. Існують дієслова, які самостійно описують ситуацію і не вимагають вживання після себе додатків. Такі дієслова, які називають **неперехідними**, позначають стан суб'єкта або дію, що не виходить за рамки суб'єкта і не спрямована на жодний інший об'єкт.

They went away. – Вони пішли.

Such things can happen. – Таке трапляється.

Дієслова, які позначають дію, спрямовану на об'єкт, і вимагають вживання прямого додатку, називаються **перехідними**.

She was taking private English lessons. – Вона брала приватні уроки англійської.

Прямий додаток означає об'єкт дії дієслова.

The firm concluded two more contracts. – Фірма уклала ще два контракти.

Непрямий додаток – це безприйменниковий додаток, що позначає адресата дії.

*She called **me** from our Munich office. – Вона зателефонувала мені з нашого мюнхенського офісу.*

При наявності в реченні двох додатків, непрямий додаток стоїть відразу за присудком перед прямим додатком.

*I gave **them** all the necessary information. – Я надав їм всю необхідну інформацію.*

Прийменниковий додаток – це додаток з прийменником, що стоїть перед ним.

*Kirill takes care **of our office equipment**. – Кирило доглядає за офісним обладнанням.*

Адресат дії можна також висловити і прийменниковим додатком, місце якого після прямого додатка.

*He had to give explanations **to the boss**. – Йому довелося давати пояснення начальнику.*

При деяких дієсловах адресат дії може бути виражений тільки прийменниковим додатком:

dedicate sth to sb – присвячувати що-небудь кому-небудь

demonstrate sth to sb – демонструвати що-небудь кому-небудь

describe sth to sb – описувати що-небудь кому-небудь

explain sth to sb – пояснювати що-небудь кому-небудь

mention sth to sb – згадувати що-небудь кому-небудь

introduce sb to sb – знайомити когось з ким-небудь

present sth to sb – представляти що-небудь кому-небудь

У деяких випадках, коли додаток (прямий, непрямий або прийменниковий) вказує на ту ж особу, що і підмет речення, виникає необхідність узгоджувати додаток з підметом.

*He has bought **himself** a new notebook. – Він купив собі новий ноутбук.*

Узгодження може бути формальним, як в письмовому офіційному стилі:

*Everyone must think of **his or her** future.* – Кожен зобов'язаний думати про своє майбутнє.

У розмовному стилі мовлення нормою вважається семантичне (сміслові) узгодження:

*Everyone must think of **their** future.* – Кожен зобов'язаний думати про своє майбутнє.

§3. Складний додаток

Складний додаток представляє начебто згорнуте до рівня словосполучення підрядне додаткове речення. Він поводить як єдиний синтаксичний комплекс, який складається з іменної частини і дієслівної частини і виконує в реченні роль додатка.

Залежно від того, чим виражені частини складного додатка, розрізняються:

а) складний додаток з інфінітивом;

*Everyone saw **the boss get** into the car.* – Всі бачили, як бос сів у машину.

б) складний додаток, що виражений інфінітивною конструкцією з прийменником *for*;

*We waited **for him to go** away.* – Ми чекали, поки він поїде.

в) складний додаток з дієприкметником;

*Somebody noticed **him coming** out of his boss's office.* – Хтось помітив, як він виходив з кабінету свого начальника.

г) складний додаток з прикметником;

*The panel found **the second applicant unfit** for the managerial position.* – Комісія визнала другого кандидата непридатним для роботи на керівних посадах.

д) складний додаток з герундієм.

*I do not mind **John's being** the head of the department.* – Я нічого не маю проти того, щоб Джон був начальником відділу.

ЛЕКЦІЯ 4

ДРУГОРЯДНІ ЧЛЕНИ РЕЧЕННЯ: ОБСТАВИНА

§1. Типи обставин і їх місце в реченні

Обставина – це другорядний член речення, що повідомляє про умови, в яких відбувається дія. Залежно від їх значень розрізняють такі типи обставин: 1) обставина місця та напрямку; 2) обставина часу; 3) обставина частотності; 4) обставина способу дії; 5) супровідних дій; 6) обставина міри і ступеня; 7) обставина порівняння; 8) обставина причини; 9) обставина мети; 10) обставина наслідку або результату; 11) обставина умови; 12) обставина допустовості.

Обставина місця та напрямку позначає місце, напрямок, початковий або кінцевий пункт руху і відповідає на питання *де, куди, звідки*.

При наявності в реченні декількох обставин місця порядок їх розташування слідує логіці «від окремого – до загального», тобто першим йде більш детальна або конкретна обставина, за нею слідує обставина, що позначає більш широкі межі. Слід звернути увагу на те, що в українській мові обставини розташовуються в зворотному порядку «від загального – до конкретного».

The report is in the red file on the desk in my office. – Звіт у мене в кабінеті, на письмовому столі, в червоній теці.

Обставина часу позначає час і тривалість вчинення дії, її початок або кінець і відповідає на питання *коли, о котрій годині, протягом якого часу, як довго*.

Залежно від логічного наголосу обставина часу може стояти на початку або в кінці речення.

We studied the market for two months. – Ми вивчали ринок два місяці.

For two months we studied the market. – Два місяці ми вивчали ринок.

Місце обставини, вираженої прислівником неозначеного часу, – перед основним дієсловом.

They have already signed the agreement. – Вони вже підписали угоду.

Якщо в реченні є і обставина часу, і обставина місця, то обставина часу стоїть від присудка далі, ніж обставина місця.

He worked in Canada for several years. – Він пропрацював в Канаді кілька років.

При наявності в реченні декількох обставин часу діє те ж правило, що і для обставин місця – від окремого до загального.

The meeting will take place at 10 o'clock tomorrow morning. – Збори відбудуться завтра вранці, о 10 годині.

Обставина частотності повідомляє, як часто, скільки разів відбувається дія; ставиться перед основним дієсловом.

She does not often go on business trips. – Вона не часто їздить у відрядження.

Обставина способу дії повідомляє безпосередньо про спосіб вчинення дії і відповідає на питання як, яким чином, за допомогою чого.

Порядок наступності двох обставин способу дії: коротка (що виражена прислівником) передує більш довгій (що виражена словосполученням).

The man was holding the box carefully with his both hands. – Чоловік тримав коробку обережно, обома руками.

Обставина супровідних дій повідомляє додаткові відомості про спосіб вчинення головної дії або про дії, вчинені одночасно з головною. Обставина супровідних дій не так тісно пов'язана з дієсловом, як обставина способу дії і часто (але не завжди) відокремлюється комами.

He left without our noticing it. – Він пішов, а ми й не помітили.

Обставина міри і ступеня уточнює ознаку або характеристику дії у кількісному або якісному відношенні і відповідає на питання *наскільки, в якій мірі, якою мірою*.

Звичайна позиція обставини міри і ступеня – перед словом, яке вона пояснює. Деякі обставини міри і ступеня ставляться після слова, яке пояснюють.

*The results were **unexpectedly** good.* – Результати виявилися несподівано хорошими.

*This is clear **enough**.* – Це цілком зрозуміло.

Крім повідомлення про ступінь ознаки, обставини міри і ступеня, можуть підкреслювати її позитивну або негативну оцінку.

*Our new colleague speaks English **fairly** well.* – Наш новий колега говорить по-англійськи досить добре.

*The news was **rather** worrying.* – Новини були досить тривожними.

Обставина порівняння дає характеристику дії або ознаки суб'єкта, співвідносячи його з діями і ознаками інших об'єктів або явищ.

*Her arguments were more convincing **than** his.* – Її аргументи були більші переконливими, ніж його.

Обставина причини позначає об'єктивну причину або мотиви вчинення дії і відповідає на питання чому, навіщо.

*We only managed to complete the project **thanks to** our sponsors.* – Нам вдалося закінчити проект тільки завдяки спонсорам.

Обставина мети позначає об'єктивну мету, заради якої відбувається дія, і відповідає на питання з якою метою, для чого.

***For further details**, write to this address.* – Для отримання більш детальної інформації звертайтеся за цією адресою.

Обставина наслідку або результату означає результат, що впливає з ситуації, що описується в реченні.

*He is experienced **enough** to cope with the task.* – Він досить досвідчений, щоб впоратися із завданням.

*I'm not so stupid **as to** believe his promises.* – Я не настільки дурний, щоб вірити його обіцянкам.

*He was too tired **to go on** working.* – Він був надто втомленим і не міг продовжувати працювати.

Обставина результату може позначати деякий несподіваний, частіше небажаний розвиток ситуації, що не викликаний дією суб'єкта.

*He arrived **to find** that their office was closed.* – Він приїхав і виявив, що їхній офіс закритий.

Перед обставиною, вираженою інфінітивом, часто вживається підсилюючий прислівник *only*.

*We came **only** to learn that the lecture had been cancelled.* – Ми прийшли і дізналися, що лекцію скасували.

Обставина умови повідомляє про умову, при дотриманні якої відбувається або може відбутися дія, і відповідає на питання за якої умови, в якому випадку.

You can get the discount if you place a large order. – Ви можете розраховувати на знижку, якщо зробите велике замовлення.

Обставина допустовості описує обставини, всупереч яким відбувається дія.

For all his efforts he failed to get that post. – Як він не старався, йому не вдалося отримати цю посаду.

§2. Способи вираження обставин

В якості обставини можуть вживатися:

а) прислівник;

*They arrived **early**.* – Вони прибули рано.

б) прийменникове іменне словосполучення;

*The meeting was cancelled **because of poor attendance**.* – Збори було скасовано через відсутність кворуму.

в) інфінітив або інфінітивна конструкція;

*We left at ten **so as not to be late**.* – Ми виїхали о десятій годині, щоб не запізнитися.

г) герундій з прийменником або герундіальна конструкція;

***On arriving** the delegates registered themselves at the reception.* – Після прибуття делегати зареєструвалися.

д) дієприкметник або дієприкметникова конструкція зі сполучником або без нього;

***Not knowing** what to do Ann decided to consult somebody.* – Оскільки Анна не знала, що робити вона вирішила з ким-небудь проконсультуватися.

е) абсолютні конструкції:

абсолютна номінативна конструкція;

*He came in, **his hands in his pockets**.* – Він зайшов, тримаючи руки в кишенях.

абсолютна дієприкметникова конструкція з прийменником або без нього (незалежний дієприкметниковий зворот);

With everybody hurrying home, she decided not to raise the question. – Оскільки всі поспішали до дому, вона вирішила не піднімати це питання.

є) підрядне речення.

If everyone is ready, we'll start the briefing. – Якщо всі готові, ми почнемо брифінг.

ЛЕКЦІЯ 5 ОЗНАЧЕННЯ

§1. Способи вираження означення

Означення – це третьорядний член речення, що пояснює ім'я (іменник або займенник), яке входить до складу головних і другорядних членів речення, і повідомляє про це ім'я деяку інформацію.

Monotonous work decreases productivity. – Монотонна робота знижує продуктивність. (означення у складі підмета)

*This is an **interesting** proposition.* – Це цікава пропозиція. (означення у складі іменної частини присудка)

*We have received an **excellent** order.* – Ми отримали відмінне замовлення. (означення у складі додатку)

*The warehouses were relocated in a **new** place.* – Складські приміщення були переведені в нове місце. (означення у складі обставини)

Означення може виражати

а) якість або ознаку предмета або явища;

They gave us some useful advice. – Вони дали нам корисну пораду.

б) відношення одного предмета до іншого предмета або явища.

The consultant's advice was useful. – Порада консультанта виявилася корисною.

Існують різні способи вираження означення. В якості означення можуть вживатися:

а) прикметник;

It was a useless attempt. – Це була марна спроба.

б) іменник в препозиції (ліве означення);

*I suggested discussing the details during a **business** lunch.* – Я запропонував обговорити деталі під час ділового сніданку.

в) іменник в постпозиції (праве означення з прийменником);

*He studies the history **of science and technology**.* – Він вивчає історію науки і техніки.

г) іменник в присвійній формі;

*We discussed that at last **Thursday's** meeting.* – Ми обговорювали це на зборах у минулий четвер.

д) займенники (присвійні, вказівні, неозначені);

***Some** customers were very angry and demanded a refund.* – Деякі клієнти були дуже незадоволені і вимагали повернення грошей.

е) числівники (кількісні та порядкові);

***The fourth** point was about changes to the plan.* – Четвертий пункт стосувався змін в плані.

є) дієприкметник або дієприкметникова конструкція;

*The goods **arriving at the port** were transported to the warehouse.* – Товари, що прибували в порт, перевозили на склад.

ж) інфінітив або інфінітивна конструкція;

*There is small chance **for you to get this job**.* – У тебе мало шансів отримати цю роботу.

з) герундій з прийменником або герундіальна конструкція.

*I do not like the idea **of relocating**.* – Мені не подобається думка про переїзд.

и) підрядне речення.

*The goods **that arrived at the port** were transported to the warehouse.* – Товари, що прибували в порт, перевозили на склад.

§2. Місце означення в реченні

Як видно з прикладів, означення може стояти перед означуваним ім'ям (в препозиції) або після означуваного імені (в постпозиції).

Ім'я може мати кілька означень. Позиції означень прийнято розглядати в зворотному порядку, починаючи від означуваного іменника: 5 < 4 < 3 < 2 < 1 < іменник

Порядок розташування декількох означень при одному іменнику

Ближче до іменника розташовуються прикметники, що виражають об'єктивні характеристики означуваного предмета: 1) відносні прикметники, що позначають матеріал, національну приналежність; 2) якісні прикметники, що позначають колір, розмір, вік. Далі від іменника (тобто на початку словосполучення) ставляться прикметники, що дають суб'єктивну оцінку предмету. Перед усім словосполученням може стояти артикль, присвійний або вказівний займенник.

It's a fantastic small new round red Swiss plastic alarm clock!

OPINION				FACT				
	size	age	shape	colour	origin	material	used for/ be about	noun
nice	small	old	square	white	French	wooden	dinner	table

§3. Типи означень

Невідокремлені і відокремлені означення

Означення, яке стоїть після означуваного імені, може бути невідокремленим і відокремленим.

Невідокремлене означення, яке стоїть в постпозиції до імені, може бути виражено:

а) прийменниковою конструкцією з іменником;

a product with new characteristics – продукт з новими характеристиками

б) прийменниковою конструкцією з герундієм або герундіальною конструкцією;

the idea of changing your job – думка про зміну місця роботи

an good excuse for your being late – вагома причина для вашого запізнення

в) окремим інфінітивом або інфінітивною конструкцією;

the trade centre to be built next year – торговий центр, який належить побудувати в наступному році

the method for us to use in market research – метод, який нам слід використовувати в дослідженні ринку

г) окремим прикметником (після неозначеного або заперечного займенника).

There is something interesting in the article. – У статті є дещо цікаве.

I see nothing special in their proposition. -- Я не бачу нічого особливого в їх пропозиції.

У деяких сталих словосполученнях прикметник стоїть після означуваного іменника: *since times immemorial* – з незапам'ятних часів; *24 hours running* – двадцять чотири години поспіль.

Кілька прикметників можуть стояти як до, так і після означуваного слова, проте сенс словосполучення в таких випадках змінюється.

The present writer – той, хто пише ці рядки

all those present – всі присутні

Відокремлене означення, яке стоїть після означуваного імені, може бути виражено:

а) дієприкметниковою конструкцією;

His resume, written in a different manner, was more effective. – Його резюме, написане в іншому стилі, виявилось більш ефективним.

б) конструкцією з прикметником.

Paul, awfully afraid of being fired, did not tell the boss about the incident. – Пол, який дуже боявся бути звільненим, нічого не сказав начальнику про подію.

We, tired of arguing, decided to have a break. – Ми, втомлені від суперечок, вирішили зробити перерву.

Відокремлені означення відокремлюються на письмі комами.

Пов'язані і непов'язані означення

Пов'язане означення має жорстко закріплену позицію: воно стоїть безпосередньо перед означуваним ім'ям або після нього, і їх не можуть розділяти інші члени речення. Практично всі наведені вище означення є пов'язаними.

Непов'язане означення не так тісно пов'язане з означуваним ім'ям і тому не має жорстко закріпленої позиції: воно може стояти перед означуваним ім'ям, після нього чи може бути відокремлене від нього іншими членами речення. Цим воно відрізняється від пов'язаного відокремленого означення, яке ставиться відразу після означуваного імені. Означення такого типу часто зустрічаються в письмових стилях мови і завжди відокремлюються комами.

Paul, unwilling to state his position, remained silent. / Unwilling to state his position, Paul remained silent. / Paul remained silent, unwilling to state his position. – Павло, який не бажав заявляти про свою позицію, мовчав.

§4. Функціональні типи означень

Залежно від синтаксичних функцій, що їх виконують означення, вони поділяються на три типи. За характером інформації, яка повідомляється про ім'я, і за типом логічних відносин, в які вони вступають з ним, розрізняють: 1) описові означення; 2) обмежувальні означення; 3) апозитивні означення.

Описове означення дає додаткову інформацію про предмет, тим самим розширюючи уявлення про нього.

У якості описового означення можуть виступати:

а) відносний або якісний прикметник;

a young generation – молоде покоління

a wooden door - дерев'яні двері

б) іменник;

city centre – міський центр

в) описова конструкція з прийменником *of*;

a sense of responsibility – почуття відповідальності

г) неозначений або заперечний займенник;

any opportunity – будь-яка можливість

no chances – жодних шансів

д) дієприкметник або дієприкметникова конструкція;

goods delivered in time – товари, доставлені своєчасно

е) інфінітив або інфінітивна конструкція.

a path to follow – шлях, по якому слід йти

a path for us to follow – шлях, по якому нам слід йти

Обмежувальне означення уточнює поняття і наділяє його більш вузькими ознаками, які обмежують або скорочують коло предметів, які називає іменник.

У якості обмежувального означення можуть виступати:

а) вказівний або присвійний займенник;

this example – цей приклад (а не той)

our offer – наша пропозиція (а не чиясь інша)

б) прикметник з обмежувальним значенням або прикметник у найвищому ступені;

the wrong decision – неправильне рішення

the most popular brands – найбільш популярні бренди

в) порядковий числівник;

the second attempt – друга спроба

г) лімітуюча конструкція з прийменником *of*.

the opinion of the majority – думка більшості

Апозитивне означення – це означення-прикладка. Апозитивне словосполучення нагадує згорнуте речення з іменним дієслівним присудком, і між його частинами є відносини *теми* – *реми*.

Якщо прикладка передує означуваному слову, то вона дає вихідну інформацію (тобто є темою даного словосполучення), а означуване ім'я повідомляє додаткову, уточнюючу, інформацію і, отже, є його ремой.

the famous scientist and researcher Michael Robinson – відомий вчений і дослідник Майкл Робінсон

Якщо прикладка іде за означуваним словом, то вони міняються ролями. В якості теми словосполучення (тобто вихідної інформації) виступає означуване ім'я, а в якості реми (що повідомляє додаткові відомості) – прикладка.

Michael Robinson, the famous scientist and researcher – Майкл Робінсон, відомий вчений і дослідник

ЛЕКЦІЯ 6

СКЛАДНЕ РЕЧЕННЯ

Складне речення – це речення, яке має дві або більше граматичних основ, тобто складається з двох або більше простих речень. Складні речення поділяють на складні безсполучникові, складні сполучникові (складносурядні, складнопідрядні) і складні з різними видами зв'язку.

Складносурядні речення в англійській мові складаються з рівноправних за значенням простих речень, що не залежать одне від іншого. Прості речення у складносурядному реченні можуть з'єднуватися двома способами:

1) за допомогою сурядних сполучників;

I really want to go to work, but I am too sick to drive. – Я дійсно хочу йти на роботу, але я занадто хворий, щоб їхати.

I must go or I'll be late. – Я мушу йти, а то запізнюся.

2) без сполучників (за допомогою розділових знаків та інтонації).

Management is doing things right; leadership is doing the right things.
(Peter Drucker) – Управління означає робити все правильно; лідерство означає робити правильні речі.

Складнопідрядне речення – це складне речення, що складається із залежних одна від одної частин. Воно складається з головного речення та одного або кілька підрядних. Підрядні речення граматично залежать від головного, виконуючи в ньому роль одного з членів речення. Залежно від цього вони поділяються на підметові, присудкові, додаткові, означальні і обставинні. Такі речення зазвичай з'єднуються підрядними сполучниками, сполучними займенниками, прислівниками, а також безсполучниковим способом.

Which side wins does not concern us here. – Яка з сторін виграє, нас не турбує. (підметове)

That's where the money comes from. – Ось звідки приходять гроші. (присудкове)

I knew that you would understand me. – Я знав, що ви зрозумієте мене. (додаткове)

He opened the letter she had brought. – Він відкрив лист, який вона принесла. (означальне безполучникове)

Before I went to bed I turned off the computer. – Перед тим, як піти спати, я вимкнув комп'ютер. (обставинне)

I can help you if you help me. – Я можу допомогти тобі, якщо ти допоможеш мені. (обставинне)

Everyone was busy, so I went to the cafe alone. – Всі були зайняті, тому я пішов у кафе один. (обставинне)

He did not take the money, for it was not the right thing to do. – Він не взяв гроші, тому що це було неправильно. (обставинне)

ЧАСТИНА II
ЛЕКСИКО-ГРАМАТИЧНИЙ ПРАКТИКУМ
MODULE I
SCIENTIFIC AND TECHNOLOGICAL PROGRESS
IN THE XXIst CENTURY

UNIT 1

LANGUAGE FOCUS: complex sentences (adverbial clauses, conjunctions).

GRAMMAR GUIDE: complex sentences, types of adverbial subordinate clauses, conjunctions

Sentences containing a main clause and one or more subordinate clauses are called **complex sentences**.

COMPLEX SENTENCE STRUCTURE		
main clause	conjunction	sub-clause
Young inventors and their exhibits will be sent a competition final	if	<i>it takes place in Brussels in September.</i>
conjunction	sub-clause,	main clause
After	<i>the team of scientists had developed a new antivirus software,</i>	they received a valuable reward.

There are three main kinds of subordinate clause: **adverbial** clauses, **relative** clauses and **reported** clauses.

Adverbial clauses, in their turn, are further subdivided into:

Type of Clause	Kind of Clause	Main Conjunctions
Adverbial clauses Note: F – formal use	time clauses	when, whenever, before, after, since, while, as, once, till, until
	conditional clauses	if, unless, as long as, provided/providing that (F), on condition that (F)
	purpose clauses	so that, in order that (F), lest (F)
	result clauses	so (that), so ____ that, such ____ that
	reason clauses	because, since, as, in case
	concessive clauses (contrast/exceptions)	although, (even) though, while, even if, whereas, except that
	place clauses	where, wherever
	clauses of manner (manner/comparisons)	as, (in) the way, as if/though

Sample Sentences

Time

- | | |
|--|---|
| 1. Some products were revolutionary indeed, when <i>they were first launched</i> .
2. The newspapers reported about the most interesting inventions after <i>they were presented at the annual conference</i> . | 1. Деякі продукти були дійсно революційними, коли <i>вони вперше з'явилися на ринку</i> .
2. Газети повідомили про найцікавіші винаходи після того, як <i>їх було представлено на щорічній конференції</i> . |
|--|---|

Condition

- | | |
|---|---|
| 1. If <i>a patent is granted</i> , the invention becomes the property of the inventor.
2. Companies won't be more | 1. Якщо <i>патент видано</i> , винахід стає власністю винахідника.
2. Компанії не стануть більш |
|---|---|

innovative unless <i>they encourage their staff to discuss more.</i>	інноваційними до тих пір, поки вони не заохочуватимуть працівників до більших дискусій.
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Purpose

1. In order that <i>you are competitive,</i> look for a bright idea, start with yourself and think of your own needs.	1. Для того, щоб ви були конкурентоспроможними, шукайте визначну ідею, починайте з себе і думайте про свої власні потреби.
2. The marketing department will carry out extensive trials so that the <i>factory can launch the new product.</i>	2. Відділ маркетингу проведе широкі випробування для того, щоб завод міг запустити новий продукт.

Outcome/Result

1. The competitors failed to see the gap in the market and so they missed <i>a great opportunity.</i>	1. Конкурентам не вдалося побачити прогалину на ринку і тому вони прогаяли велику можливість.
2. My scientific adviser gave me such detailed instructions that I <i>could find the solution to the difficult problem.</i>	2. Мій науковий керівник дав мені такі докладні інструкції, що я зміг знайти вирішення складної проблеми.

Reason

1. As <i>she had an exiting idea to promote,</i> she decided to exhibit at the Inventor's Fair.	1. Оскільки у неї була блискуча ідея, вона вирішила стати учасником Ярмарку Винахідників.
2. My colleague didn't come to the briefing because <i>he was busy looking for ways to improve IT support.</i>	2. Мій колега не прийшов на брифінг, тому що він займався тим, що шукав засоби покращення ІТ підтримки.

Concession

- | | |
|---|--|
| 1. Although the winning project team hadn't received a cash prize, it joined the one year StartUp Programme. | 1. Хоча команда проекту, що переміг, не отримала грошовий приз, вона приєдналася до програми стартапів, розрахованої на один рік. |
| 2. The laboratory couldn't do more careful research even though it had more time. | 2. Лабораторія не мала можливості зробити більш ретельне дослідження, навіть якщо у неї було б більше часу. |

Place

- | | |
|---|--|
| 1. Now we are where the company is showing its achievements. | 1. Зараз ми знаходимося там, де компанія показує свої досягнення. |
| 2. Wherever the senior manager is present, he always tells about benefits from his company's products. | 2. Де б не був присутній старший менеджер, він завжди розповідає про переваги продукції своєї компанії. |

Manner

- | | |
|--|--|
| 1. The student didn't pay attention to anybody as if he noted down interesting facts. | 1. Студент не звертав уваги ні на кого, начебто він занотовував цікаві факти. |
| 2. He supervises the planning of new projects as he is told. | 2. Він наглядає за плануванням нових проектів так, як йому кажуть. |

PRACTICE

1. Choose the suitable conjunctions to connect the main and the subordinate clauses in the following sentences.

because, if, once, when, whereas

1. The scientist should apply for a patent _____ he doesn't want anybody to steal his idea. 2. Early pioneers usually disappear _____ they are overtaken by a new generation of products and ideas. 3. It's difficult to read too much information _____ it bores the audience. 4. Meetings and negotiations are serious and important things, _____ a good presentation is very much a performance. 5. _____ *the Apple* took the same standards of style and innovation, it applied them to the company logo to make its products and design unmistakable.

so, provided, though, in order that, as

6. _____ the executive is always very busy, he tries to brainstorm creative solutions. 7. _____ world leaders hope to achieve a major breakthrough, they are going to hold the conference on environmental issues. 8. Preparation is the key point _____ the first step is finding out a person to help us. 9. _____ we can speed up the exploration, it's necessary to invest substantially in scientific personnel and modern equipment. 10. There are three essential conditions that an inventor must fulfil _____ he wants to be patentable.

when, since, even if, until, before

11. The commercially viable inventions were not produced _____ the 19th century. 12. Many scientists, inventors and entrepreneurs have a number of ideas _____ they come up with the Big One. 13. Sometimes a brainwave may simply appear _____ a company exploits an opportunity to extend the product range. 14. _____ we need people to manage the new company, we have turned to a headhunting firm. 15. A great idea could allow a company to enter a market _____ it was closed to it before.

2. Match the sentence halves.

I

- | | |
|--|--|
| 1. The team leader spoke very fast | a) because they must wait for the right social and economic conditions to emerge. |
| 2. Our rivals had little success in the market | b) as if he was excited about his latest development. |

3. A company may make a breakthrough by having an original idea
4. You have opportunities in all areas of your business
5. People don't know about the most of the developments
- c) **whereas** our products were very popular among the customers.
- d) **provided** it is ready to spend a lot on R&D.
- e) **if** you are ambitious.

II

1. They intend to enhance export activities
2. We are optimistic as to becoming one of the top players
3. Edition is declining year by year
4. Ukraine is the country
5. It's worth expanding strategic markets and seize business opportunities
- a) **while** the number of new books and magazines is rapidly increasing.
- b) **as** they arise.
- c) **after** they have extended their subsidiary network.
- d) **since** we have long traditions in the fish market.
- e) **where** printing industry has experienced drastic changes lately.

III

1. The high-performance IT infrastructure combined with the global improvement system
2. CAT Group is considered to be innovative
3. **Although** the problem of the waste reuse is truly a global one,
4. We won the ECO label and various awards
5. **Though** measures to cut down waste have been introduced,
- a) the figures of municipal waste generated by the EU citizens are still enormous.
- b) **since** its first step was to introduce a new resource planning system.
- c) the Group started in its own country to develop efficient waste management strategies.
- d) **so that** they ensure precision planning.
- e) **when** we developed the newest recycling method.

3. Translate the sentences with different types of adverbial subordinate clauses into your native language. Find the main and the subordinate clauses.

I

1. Like nobody else, PIHL company has shaped the face of the Danish engineering and contracting business since its early days in the 19th century. 2. This company has always been a very determined one because it focuses on growth and new challenges. 3. After German farmers had united environmentally friendly production and breeding methods with the latest technologies, they were awarded several times for their quality products. 4. As there is less soil erosion, we yield a better harvest, even in dry season. 5. Nowadays companies prefer to arrange brainstorming workshops because this is the best way to generate as many ideas as possible. 6. Since criticism kills creativity, people think more creatively in a friendly atmosphere. 7. We would beat the competition provided we launched the product sooner. 8. Henry Ford once said he would pay his employees so that they could buy his cars. 9. People with the best ideas are invited at a special meeting so that they can present their proposals. 10. If you criticize people all the time, you'll reduce their productivity.

II

1. With its business approach, the innovative agricultural enterprise installed its own biogas plant, so it could produce its own electricity. 2. Switzerland-based company supports people at work if they are moved by the desire to create and change the world. 3. India and China are large producers, and there are also a few American and Polish competitors, though their products are not of latest design. 4. Vallorbe Co. is able to guarantee top service to all its customers since it provides high quality, quick delivery and exceptional expertise in processing metal. 5. If we want to use the most of our potential, we must develop the best possible security system. 6. The vending machine experienced in Japan is a convenient one as the equipment is located on practically every street corner. 7. M. Power & Co Ltd recruit creative personnel, so any employee can put forward a proposal for the benefit of the company and its staff. 8. When human civilization came into existence, there were

innumerable inventions. 9. The research laboratory could have better results when the staff received more time. 10. People do not work harder unless you motivate them.

III

1. Young scientists are not encouraged to express opinions and come up with new suggestions unless they get the results they want. 2. If we had a bigger budget last year, we'd have been able to protect our customers' database more effectively. 3. Internet criminals are becoming more and more sophisticated, so it's necessary to increase the efforts and stay ahead. 4. We are likely to invite a bright researcher although a group of people is often more creative than an individual working alone. 5. Hackers won't steal clients' bank details provided the top management don't economize on expenditure for development more secure systems. 6. People don't want to buy online if they are worried about the risks, so our systems should be trustworthy. 7. After the leader had collected the ideas, she evaluated them and decided which of three was the best. 8. It was an attempt to make the logo very accessible to everyone, especially to young people so that they could get them into school. 9. The barcode system was unreliable, as there was no central mechanism for controlling uniformly coded items. 10. Everybody was deeply impressed by that wonderful device because it was fairly interesting.

4. Translate the sentences with different types of subordinate clauses into English.

1. Якщо вони куплять дорожчу модель, вона служитиме довше. 2. Винахідники не будуть більш творчими, доки ви не мотивуєте їх. 3. З червня двоє із наших дослідників вивчають декілька різних моделей, тому ми повинні розглянути результати на зустрічі. 4. Оскільки інтерактивні іграшки (роботи) можуть бути агентами соціалізації, недоліки можуть призвести до особливих проблем, бо діти розвиваються та шукають інформацію поведінки у повсякденних ситуаціях. 5. З'явилося багато винаходів та винахідників, коли стандарти наукових методологій почали набувати форму. 6. Після того, як King.com. став найбільшим у світі сайтом з пошуку роботи он-лайн, цей електронний ринок знаходить більше

людей і є більш ефективним, ніж фізичні ринки. 7. Вони ще працювали над своїм новим проектом, коли побачили нішу на ринку. 8. Ринок роботи онлайн добре спрацює для робітників і працедавців, у випадку, якщо вони знатимуть, чого хочуть. 9. Тепер фірма покращує параметри легкової автівки, тому що вона призначена для жінок. 10. Головний внесок компанія зробила, коли прискорила процес найму і збільшення точності пошуку робочих місць.

5. Translate those parts of the sentences which are not English.

I

1. *Ми допомагаємо дослідникам написати бізнес-план*, тому що this is the first thing an entrepreneur needs. 2. If we spot a trend *ми можемо випустити продукт з новим дизайном за два тижні*. 3. *Іноді ідея може просто виникнути* when a company exploits an opportunity to extend the product range. 4. *Оскільки саме ваша компанія висунула нещодавно нові ідеї*, describe some of them, please. 5. *Нам потрібні фахівці, щоб проводити експерименти*, so we have a database of these people and introduce them to the scientists. 6. *Пропоную поговорити про ідею після того, як the right social and economic conditions emerge*. 7. *Хоча у наукових закладах заохочують до висунення нових ідей*, management should pay more attention to investment. 8. *Колись мій колега зацікавився проблемою резонансу*; he has been working on it for three years already. 9. As first-year students were sometimes puzzled by the terms 'pure' and 'applied' science, *професору довелось роз'яснити їм ці два поняття*. 10. The University wasn't growing in size *доки там не було розпочато дослідницьку роботу у великих обсягах*.

II

1. *Оскільки у них з'явилася ідея рекламувати*, they decided to exhibit at the Inventor's Fair. 2. If high-profit entrepreneurs are invited on TV, *їх попросять розповісти про інновації та зміни*. 3. Nicholas Albery is a famous person, *тому що він заснував Інститут Соціальних Винаходів у 1985 р.* 4. *Вона демонструвала свої експонати на Ярмарку Винаходів*, when a Korean entrepreneur expressed interest in her new product. 5. The staff learned to create new ideas, *хоча не менш важливим було також тестувати їх у*

повсякденному житті. 6. До того, як було створено мобільні роботи, people couldn't understand what it was to do things consciously. 7. Every year, consumers buy millions of computers and peripherals which break down, ось чому надійність таких продуктів – важливе питання. 8. Книгу написано таким чином, щоб the students could review recent developments in this area of research. 9. Після того, як дослідники зробили вибір, it was easy to calculate accurately. 10. Before we are able to forecast the future, ми повинні почати з ретельного аналізу минулого перебігу подій.

KEY VOCABULARY

1. Make up a glossary entry for each of these words following the example: science (n), specialize (v), compete (v), present (v), analyze (v), compute (v), apply (v). Give a sentence or two illustrating the meaning of the words in the entry.

Example:

expand, v – to become (or make sth) larger in size, amount, or number (goods for sale);

Every year the research lab expands by occupation of new rooms.

expansibility, n – elasticity, tension; strain;

The group is asked to prove the market expansibility theoretically within two weeks.

expansible, adj – elastic; loose (concept);

The experimental check of the theory showed that some materials were very expansible under the certain conditions.

People say material benefits is an expansible concept.

expansion, n – increase of territories, area of activity, sales, etc.; enlargement, spreading;

The company's expansion reached Asian markets.

expansivity, n – effusion (of emotions);

During the work on a new design all the team members often suffer from the chief's expansivity.

2. What is the difference between these words? Give examples.

Academy – academic, impressive – impressed, process – process (n),
subsidy – subsidiary, employer – employee, hard – hardly, gold – golden.

3. Give words which have similar meanings to these verbs providing examples illustrating their use: *perform, get, design, concern, require, facilitate, train.*

Example:

Design – syn. plan, construct, project;

Plan your weekend as soon as possible.

The engineers have already constructed the interior of the car.

4. In each line, exclude the unnecessary word (in meaning):

Device, material, instrument, mechanism, unit;

Process, method, way, means, mode;

Common, usual, chief, ordinary, obvious;

Sphere, area, object, region, field, zone;

Produce, make, increase, manufacture, work.

5. Find the word with generalizing meaning in each line:

Computer, calculator, device, object, indicator;

Productivity, state, efficiency, quality, feature;

Research, science, invention, discovery, creation.

6. Complete each sentence by using a compound starting with the word in brackets, and using one of the words a) to f). Each word is used once.

a) wearing

c) tech

e) selling

b) quality

d) lasting

f) made

1. Go to Class Supermarket for (high-) _____ meat produced with the best farming methods. 2. Valley of the Dolls by Jacqueline Susann has sold 30 million copies – it's the (best-). _____ novel of all time. 3. Doc Marten boots – average life seven years – are (long-) _____ footwear. 4. Buy Good Era tyres – they are so (hard-) _____ 200.000 kilometres and they still look the same.

5. German cars are famous for being solid and (well-) _____. 6. No more posting of documents from one department to another – Docushare is the (high). _____ solution to distributing information on the Internet.

7. Complete the sentences in each block using the words from the lists below:

a) launch, dominance, introduction, generated, breakthrough;

1. Great ideas are _____ in different ways. 2. They opposed the _____ of the new technology. 3. She's planning to _____ a company to make electronic toys. 4. Companies that spend a lot on R&D may make a _____. 5. Our _____ in the market is seriously threatened by their new product.

b) launch, inventive, designers, exploit, extending;

1. Our _____ meet weekly to discuss new products. 2. They held a special party to _____ the new book. 3. He suggests _____ our product range in consumer electronics. 4. I suggest taking Michael to our team; he has an _____ mind. 5. I think we should _____ this opportunity.

c) invention, introduced, developed, raise, gap;

1. Potatoes were _____ into Europe from South America. 2. The first thing for starting a business is to _____ the investment. 3. The telephone is a wonderful _____. 4. I think we should research if there is a _____ in the market for our products. 5. Some new products are _____ in response to customer research.

d) design, running, challenge, perspective, transformed;

1. Private investors usually make money from _____ their own businesses. 2. Try to look at the problem from a different _____. 3. Great innovators took an entirely different view and _____ our society. 4. Creative people have new ideas that _____ the traditional ways of thinking. 5. The success of this car shows the importance of good _____ for selling the product.

e) discovery, creativity, encourage, created, exploit.

1. _____ always helps to find imaginative ways to sell even an old product. 2. The country became very rich following the _____ of oil. 3. It is essential for managers to _____ their staff to make suggestions. 4. It's an

expensive waste of time coming up with ideas you can't _____ 5. Try not to miss new opportunities that are _____ in changing marketplaces

SPEAKING

Discuss the following.

1. Technology is making communication easier, though at the expense of personal contact. Teleworking is gaining more and more popularity. What dangers are there for a society which depends on computer screens rather than face-to-face contact for its main means of communication?

2. It is important for governments to ensure adequate standards of living for their citizens by developing the industrial base than to use their resources to develop the rural areas. Do you agree or disagree?

UNIT 2

LANGUAGE FOCUS: complex sentence (relative clauses, omission of linking words).

Grammar Guide 1: types of relative clauses, linking words.

There are two kinds of relative clauses:

1) **adjective clauses** identifying which person or thing we are talking about;

2) **noun clauses** which can be the subject, the object, or the complement (predicative), i.e. part of the verb phrase.

Relative Clauses	Kind of Clause	Linking Words
	Adjective clauses	who, which, that, whose, where, when, why
	Noun clauses	
	a) subject clauses	that, a wh-word, whether
	b) object clauses	that, a wh-word, if/whether
	c) complement (predicative) clauses	that, a wh-word, whether

Sample Sentences

Relative adjective clauses

Who refers to people. **That** can also be used, but it is less usual.

That and **which** refer to things. **That** is more usual than **which**, especially in conversation. **Which** can be a little formal.

Whose is used in relative clauses instead of **his**, **her**, **their** and sometimes **its**.

1. The e-mail that came this morning was from Professor Eastwood.	1. Електронна пошта, яка прийшла цього ранку, була від професора Іствуда.
--	--

2. Is Phoenix the product which was the market leader last year?	2. «Фенікс» – це продукт, який був лідером на ринку минулого року?
---	---

3. Electronics is a subject about which I know very little.	3. Електроніка – це предмет, про який я знаю дуже мало.
--	--

The other day I met a man whose invention may be of interest to us.	Нещодавно я зустрів людину, чий винахід може бути цікавим для нас.
--	---

Which is the European country whose economy is growing the fastest?	Що це за Європейська країна, чия економіка зростає найшвидше?
--	--

A relative pronoun can be either the subject or the object of the relative clause. **Whom** is used in formal English when the object of the relative clause is a person. You **can only leave out** the relative pronoun when it is **the object** of the clause.

The man we saw at the reception is Sarah's scientific supervisor.	Людина, яку ми бачили на прийомі – науковий керівник Сарі.
--	---

Is this the paper you were interested in ?	Це документ, що вас цікавив?
---	-------------------------------------

Doctor Higgins is the person from whom I obtained the figures/I obtained the figures from.	Доктор Хіггінс – це людина, від якої я отримав показники.
---	--

You can use either the relative adverb **where** or the relative pronoun **that** in a relative clause to talk about a place. **When** is used to talk about time and **why**

to give reason. You can leave out the relative adverb **when** or **why**.

This is the place **where** we make our experiments. Ось місце, **де** ми проводимо наші експерименти.

Do you remember the date **when/(that)** we started the study? Ти пам'ятаєш дату, **коли** ми почали дослідження?

The reason **why/(that)** I'm phoning is to inquire about the date of the workshop. Причина, **чому** я дзвоню – дізнатися про дату семінару.

Relative noun clauses

Subject

A noun clause is sometimes used as the subject of a sentence. But it is more usual to put the subject clause at the end of the sentence. You cannot leave out **that** when the clause is the subject.

That you want to be independent in your research is only natural. – It's only natural **that** you want to be independent in your research. 1. **Те, що** ти бажаєш бути незалежним у своєму дослідженні, тільки природно. – Тільки природно, **що** ти бажаєш бути незалежним у своєму дослідженні.

You can use **whether** (but not *if*) when the clause is **the subject**.

Whether they are going to agree to participate is not yet clear. **Чи** збираються вони погодитися брати участь – ще не ясно.

Object

In informal English you can often leave out **that** in object clauses.

I can't believe **(that)** anyone would be so careless with their future. Я не вірю, **що** хто-небудь міг би бути таким легковажним зі своїм майбутнім.

He knows **(that)** everybody works under a lot of pressure in the lab. Він знає, **що** кожний має труднощі у роботі в лабораторії.

Complement

A noun clause can be part of a verb phrase (predicative), i.e. a complement after *be*.

*The truth is **that** he lags behind with his calculations and isn't ready to write a final report.* Правда у тому, **що** він затримується зі своїми розрахунками і не готовий написати остаточний звіт.

PRACTICE

1. Choose the suitable conjunction (*which, that, who, whose*) to connect the main and the subordinate (adjective) clauses. Translate the sentences into your native language.

1. Coco Chanel is the woman _____ is considered one of the most influential designers of the 20th century. 2. I present Matsushita Electric Industrial _____ is leading the way in introducing fuel-cell technology into homes. 3. The functionality of vending machines has been improved, and now there are devices _____ are designed to reduce garbage or talk to customers. 4. In 1943, Jacques Cousteau and Emile Gagan co-invented the first open-circuit scuba diving equipment, _____ they called the 'aqualung'. 5. The greatest scientists and analysts _____ belong to different schools in one voice state the crisis of the world economy is in progress now. 6. The Wright Brothers used many concepts _____ other individuals had introduced in the early period. 7. The E-commerce organization has hired website developers _____ are highly experienced and creative. 8. Steve Jobs liked the Beatles _____ name was given to his company after their record label (=record company). 9. The enterprise manufactures an extraordinary range of products _____ includes files for perfecting skis and snowboards. 10. Skilled craftsmen and professionals demand tools _____ dignify their work. 11. They hired outside experts _____ solution was very valuable. 12. To establish our products in Germany, we have to find retailers _____ recognize the market potential of our products. 13. The company has a reputation _____ has been staked on over a century at the forefront of its industry. 14. For over 40 years, Stirling Cars has been making a

classic English sports car _____ is mostly handmade. 15. It reminds me of the problem _____ we had with our new milk carton.

2. Choose the suitable conjunction (*which, that, where, why*) to connect the main and the subordinate (adjective) clauses. Translate the sentences into your native language.

1. The sound _____ you usually hear coming out of your radio speakers is mainly due to the transmission of radio signals. 2. The Apple logo features a hand drawn image of Isaac Newton under the tree _____ the apple fell. 3. Starting in 2003, Coca-Cola Japan Co. installed vending machines _____ can be remotely controlled to provide drinks free of charge in case of a disaster. 4. We live in a world _____ the histories of electrical appliances are not just ignored, but they downright are taken for granted. 5. This is the reason _____ inventors didn't earn much money from their inventions until the early years of the 20th century. 6. In the society _____ computers and laptops have taken over everything, we often forget about the radio usefulness. 7. In 1926, two men teamed up and produced the lightweight breathing apparatus _____ Jacques Cousteau would later refine and popularize. 8. The reason _____ we work with Michael is his inexhaustible energy and enthusiasm. 9. Farming is the field _____ cooperation is the only way to generate growth and to keep your profits stable. 10. The new tunnel _____ is regarded as a masterpiece of engineering and construction perfection has been built recently. 11. Marsh was the first superstore _____ installed the sophisticated barcode reading system, and its popularity has soared ever since. 12. There were some causes _____ standardization of scientific methodologies started taking shape and resulted in emergency of many inventions and inventors. 13. I saw the place _____ the company collects, sorts and processes secondary raw materials including plastic. 14. The Swedish company is among the few _____ pursue the 'client is always right' principle. 15. The meeting room is the place _____ our team of 12 keeps everyone informed of progress and developments.

3. Choose the best conjunction to connect the main and the subordinate (subject) clauses. Translate the sentences into your native language.

I

1. **That/What** a consumer needs to know about his refrigerator or coffee maker is their warranty service plan. 2. **Where/That** the Wright Brothers invented the first airplane is known to every pupil. 3. **Whether/Who** aerodynamics prospered during that particular period was not reported. 4. **When/Why** people think about the toaster oven as a convenient combinations of two devices is unknown. 5. **Who/That** one of the most important inventions – the wheel – changed the fate of human civilization is clear to everybody. 6. **That/When** KI became the name of the innovative system enabling assembly without penetration of the roof membrane was reported in The Daily News yesterday. 7. **That/Where** Renaissance strategists fantasized about waterproof devices and the ability to work under water is known for sure.

II

1. **Why/Where** nobody hasn't won any prize for this wonderful development is still surprising. 2. **When/How many** people are discovering the advantages of solar energy was numbered by the agency personnel. 3. **If/Whether** the radio was a great achievement in the terms of communication between people is the point for discussion at today's conference. 4. **That/How** our company has developed simultaneously with the growth in volume of our scientific projects is out of question. 5. **Who/Why** was the first inventor of the wheel is yet not known to anybody. 6. **Whether/How many** employees mainly use their mobile phones to send text messages is a question of time. 7. **That/Where** the inventor of radio based his invention on telephone and telegraph technology was clear enough after the thorough study of scientific articles.

4. Fill in the gaps with the correct relative pronoun or adverb.

The World of Science

Are you the kind of person (1) _____ always wonders how things work? Are you a bright young mind (2) _____ dream is to change the world? Was Science your best subject in school? Then there is no reason (3) _____ you shouldn't make a career out of it.

Scientists are very important! They are the ones (4) _____ help save lives, protect the environment and improve our way of life. Students (5) _____ take courses like Physics, Chemistry and Biology will have more career options in the future. They'll be surprised at how many places there are out there (6) _____ they can use their new skills.

You can find out more about the ones (7) _____ interest you from our counsellors. Just drop by at their office when you have some free time to learn more about careers in Science. And remember there is nothing (8) _____ you can't do!

5. Translate the sentences into your native language paying attention to subordinate (predicative) clauses.

1. One of the most interesting stories I read was that the original rainbow Apple logo was a tribute to Alan Turing, an English mathematician, cryptanalyst and computer scientist. 2. The fact is that the credit for the actual invention of the modern toaster in 1919 is given to Charles P. Spite, an American. 3. The peculiarity of BCI (Basic Core Income) was that with it the best features of capitalist and socialist systems could be combined. 4. Our main problem is that the laboratory is not very pleased with the arrangement of the experiments. 5. The government's point of view was that the development of the new technologies would also push the development of monitoring system. 6. The thing is that it was next to impossible to estimate the benefit of the discovery at that time. 7. The difficulties in setting up such experiments were that it required much effort and expenditure. 8. The idea of the barcode was that they should keep tracking the items which had been sold in small food stores automatically. 9. The reason for the change was that they achieved around half of the annual turnover through export activities. 10. The advantage of the radio is that its invention made it easier for a common person to hear world news.

6. Translate the sentences into your native language paying attention to subordinate object clauses. In some sentences conjunctions are left out.

1. In recent years analysts and investors have occasionally questioned why Japanese scientists have been able to come with hit products. 2. They argue that they are developing hit products and key technologies despite their apparent

world-class R&D and large number of patent receipts. 3. I can't say why they changed the original design. 4. A Tokyo-based company making the sushi insists that the product is only sold well on ferries because they do not have restaurants onboard. 5. We wondered where he had got those strange ideas. 6. The lecturer willingly explained that the word 'scuba' is an acronym for 'self-contained underwater breathing apparatus'. 7. Have you ever wondered what life would be like without the telephone, car or electricity? 8. I hope you can tell me when the project will be completed. 9. The experimenter noticed there was something wrong with the old measuring equipment. 10. At the lecture the students were told that there were more and more developments in the technology of camera, and this led to the improvement in quality of pictures, film flash and colour.

7. Translate the sentences into your native language paying attention to subordinate adjective clauses. In some sentences conjunctions are left out.

1. Some people are motivated by the factors that are called 'order, stability and independence'. 2. Contractors are helped by computer programs which include project management and stimulation systems. 3. The tall grass from which Egypt people made paper was called the papyrus. 4. While reading the book the editor makes some changes in style and punctuation he thinks necessary. 5. The invention of the engine has played a major role in the environment we live today. 6. Some watches have the third hand which points the seconds, and, like the other two, it moves. 7. Scissors, knives, forks and a lot of other things that are very useful are made of steel. 8. The invention of the engine has played a major role in the environment people live today. 9. There are non-electrical toasters we use to toast the bread products over an open fire or flame. 10. We have reduced some of clutter in the original design and updated the way we use colour and light.

8. Put the parts of the sentences in the correct order.

Model: of the lecture // the influence // nation development // was // matter // the development // on // of the climate / /the subject. – *The subject matter of the lecture was the influence of the climate on the nation development.*

1. How//of us//radio signals//very few//know//actually travel. 2. There was//with the old//the experimenter//something wrong//measuring equipment//noticed. 3. The radio functions// would definitely know//how a computer works// but are// most of us//in modern world// how// completely unaware about. 4. The invention of the radio//in the field of technology// the author of the article// was a huge step//is sure that. 5. Realized//of students from the Drexel Institute//they could find//in the form of ultraviolet rays, ink and a scanner// Bernard Silver and a group// of Technology//the answer. 6. Always a regular growth//of inventing new and innovative designs//in the advancement//the article states// there was//of wheels. 7. Against//crisis of the world economy, //that//the backdrop//of the current//the contrasting market//we should remember//is still under pressure. 8. More aware of the real costs//as each year goes by//which are now taken into//people become//account in a number//of resources and pollution//of countries. 9. Depictions//which lay//alternative scenarios//can occur//of the future// in our mind. 10. Phone systems that//and rack up//we have//unusually high bills// barely work// two stand-alone.

KEY VOCABULARY

1. Make up a glossary entry for each of these verbs following the example: *create, discover, invent, innovate, investigate, develop*. Give a sentence or two illustrating the meaning of the words in the entry.

Example:

produce, *v* – to make (goods for sale), esp. in large quantities; *syn.* – to manufacture;

Gas can be produced from coal.

produce, *n* – sth that has been produced, esp. by growing or farming;

The wine bottle was marked 'Produce of Spain'. They sell fresh farm produce.

producer, *n* – a person, company or country that produces goods;

They are one of the leading oil producers.

product, *n* – sth useful produced by growth or from the ground, or made in a factory;

The country's main products are cocoa and gold.

production, n

1) the process of making products;

When will the new range of computers go into full production? This farm specializes in the production of organic vegetables.

2) the amount produced;

Production of steel has increased in the last few weeks.

productive, adj

1) that produces well or in large quantities, or brings good results – opposite **unproductive**;

It was a very productive meeting. I'm not going to waste time for unproductive discussions.

2) resulting in the production of goods or wealth **productively**, adv.

Office work is necessary, but most of it is not directly productive. Will you be able to motivate the staff to work more productively?

productivity, n – the rate of producing goods; the relationship between the amount that is produced and the work that is needed to produce it.

New production methods have led to increased productivity.

2. What is the difference between these words? Give examples.

Economy – economics, economic – economical, product – produce (n), classic-classical, bad – badly.

3. Think of the words having similar meanings to these ones and give examples illustrating their use.

make obtain research build change develop assess use

Example: invent – syn. make up, design, think up

Alexander Graham Bell invented the telephone in 1876.

Who thinks up names for new products?

I just make my talks up as I go along, I don't need any preparation.

She designed a new logo for the company.

4. Match the verbs on the left to their meanings.

- | | |
|-----------------|---|
| 1) launch | a) register and protect |
| 2) test | b) to build or make |
| 3) promote | c) to change in order to improve |
| 4) manufacture | d) to increase sales by advertising |
| 5) breakthrough | e) first models |
| 6) modify | f) when sb or sth does not achieve the results that were expected |
| 7) design | g) to introduce on the market |
| 8) distribute | h) to try sth in order to see how it works |
| 9) failure | i) to make a plan or drawing |
| 10) license | j) to supply to shops, companies, customers |
| 11) prototype | k) an important development |

5. Study the following word-combinations, then use them in sentence translation.

experiment arrangement	організація експерименту
to be justified	виправдати(ся)
to have exciting possibilities	мати великі можливості
to bring (yield) the result	принести результат
to take place	мати місце, відбуватися
to take part in	брати участь у
to be at one's disposal	мати у наявності, розпорядженні
to postpone	відкласти
technique	методика
to be under way	йти повним ходом
to be predominant	переважати
to have much trouble	мати багато проблем
as far as _____ is concerned	щодо.
to require much effort and expenditure	вимагати багатьох зусиль та витрат

1. Якщо напружено працювати, то робота над новим винаходом принесе результати вже наступного року. 2. Чи виправдалися витрати на

нове обладнання лабораторії – невідомо. 3. Ми щойно дізналися, що відповідаємо за організацію цього важливого експерименту. 4. Грандіозна презентація останньої моделі їх пристрою вимагає багатьох зусиль та витрат. 5. Щодо нашої проблеми, партнери вирішили обговорити її на наступних зборах. 6. Аспіранти вважають, що їх експериментальна методика є кращою за методику іноземних колег. 7. Ти помиляєшся, тому що ми маємо великі можливості для перевірки сучасної бази даних. 8. Наступний Ярмарок Винаходів відбудеться у вересні у Франкфурті. 9. Його науковий керівник запросив нас взяти участь у конференції, яка присвячена видатним винаходам 21 століття. 10. Виявляється, що робота у творчих групах коледжу йде повним ходом.

6. Put the suitable word (*interest, interesting, interested*) in the sentences.

1. “Do the second-year students think the textbook to be _____?” – “Yes, they work on the texts and tasks with great _____.”

2. “We got _____ in the topics of the conference.” – “I’m happy you found them _____”

3. “When they studied at the University, Professors encouraged their _____ in economic subjects.” – “It’s fine that they got _____ in economics many years ago.”

7. Complete the sentences in each block using the words from the lists below:

a) prototypes, researched, pioneered, challenge, innovative;

1. They introduced _____ printing techniques. 2. The company _____ the use of the silicon chip. 3. We published a book of _____ that were never put to production. 4. You should have _____ the technology more thoroughly. 5. His new theory is a _____ to the accepted scientific views.

b) achievement, pioneering, appearing, changing, conquered;

1. She did _____ work in the field of genetic engineering. 2. These firm’s products have _____ our kitchens. 3. The new model will be _____ in the shops very soon. 4. We are speaking about the rapidly _____ world of micro technology. 5. I congratulate you! It was a remarkable _____.

c) experiment, joint venture, competitive, overcome, achieved;

1. The two companies set up a _____ to produce cars in America. 2. I always shop at that supermarket; its prices are very _____. 3. They were able to _____ the difficulties. 4. The company has _____ a 100% increase in profitability. 5. We hope to find the answer to this problem by _____.

d) experimental, change, expertise, challenged, competing;

1. His business _____ will be of great help to us. 2. That difficulty _____ us to find a new method. 3. This version is _____, but we hope to have a commercial model soon. 4. Several advertising agencies are _____ to get the contract. 5. Can we cope with the pace of technological _____?

e) advent, advantageous, develop, creativity, improved;

1. We are now trying to _____ the national resources of the country. 2. The new process will be particularly _____ to small companies. 3. People are much better informed since the _____ of the Internet. 4. Business prospects have _____ enormously. 5. Some businesses have introduced procedures to encourage their staff's _____.

f) disadvantages, developing, breakthrough, improvement, create.

1. One of the _____ of the system is that it uses very much fuel. 2. There has been a slight _____ in the company's trade position. 3. They were the first to achieve a _____ in this field of industry. 4. The project will _____ up to 60 new jobs. 5. This is one of Africa's _____ nations.

SPEAKING

Discuss the following.

1. Supporters of technology say that it solves problems and makes life better. Opponents argue that technology creates new problems that may threaten or damage the quality of life. Discuss these two positions. Say which view you support and why.

2. The benefits of computers to modern society outweigh the disadvantages. How far do you agree with this statement?

3. Choose an invention that has had an important effect on our lives. Give specific reasons for your choice.

UNIT 3

LANGUAGE FOCUS: reporting (sequence of tenses; reported statements and questions)

PART 1

GRAMMAR GUIDE: types of reported clauses, conjunctions

People's words and thoughts can be reported by using *direct speech (quotation)* or *reported (indirect) speech*. You can use *say* and *tell* both in direct and reported speech. *Tell* is always followed by a personal object (excepting some set phrases). *Say* is used with or without a personal object. When it is used with a personal object *say* is always followed by *to*.

1. **Direct speech** is the exact words someone used.

He said, "We **have** to spend a lot of money on research and development."

Він сказав: «*Нам треба* витратити багато грошей на дослідження і розвиток».

He said to his partner, "My experts **set** the deadline of *this* investigation".

Він сказав партнеру: «*Мої експерти встановили* кінцеву дату *цього* дослідження».

He told his partner, "The developers **have discussed** all the stages of the experiment".

Він сказав партнеру: «Розробники **обговорили** усі стадії експерименту».

1. **Reported speech** is the exact meaning of what someone said or thought.

He said (that) *they had to* spend a lot of money on research and development.

Він сказав, що *їм треба* витратити багато грошей на дослідження і розвиток.

He said to his partner (that) *his experts had set* the deadline of *that* investigation. – Він сказав, що *його експерти встановили* кінцеву дату *того* дослідження.

He told his partner (*that*) the developers **had discussed** all the stages of the experiment.

Він сказав партнеру, що розробники **обговорили** усі стадії експерименту.

Expressions with *say*: say good morning / evening, etc.; say something / nothing, say a few words, say so, etc.

Expressions with *tell*: tell the truth, tell a lie/tell lies, tell sb one's name, tell a story, tell a secret, tell sb the way, tell one from another, etc.

There are several types of **reported clause**:

Reported clauses	reported statements	(that)
	reported questions	a wh-word, if/whether
	reported orders and requests	a <i>to-infinitive</i> clause
	reported a) suggestions	that ____ (should), an <i>ing</i> -clause
	b) offers	a <i>to-infinitive</i> clause

A reported clause beginning with ***that*** is used to report a statement or someone's thoughts. Some common reporting verbs used in front of a *that*-clause are: ***admit; agree; announce; answer; argue; assume; believe; claim; complain; confess; decide; deny; discover; expect; explain; feel; hint; hope; imagine; imply; insist; know; mention; notice; predict; promise; realize; remark; remember; reply; report; say; suggest; swear; think; warn.***

After some reporting verbs, the hearer must be mentioned: ***assure, convince, inform, notify, persuade, reassure, remind, tell.*** The following verbs need the preposition ***to*** if you mention the hearer: ***admit, announce, complain, confess, explain, hint, mention, report, suggest, swear.***

Reported Statements

- | | |
|--|---|
| 1. They announced that <i>the government would hold an enquiry.</i> | 1. Вони оголосили, <i>що</i> уряд <i>проведе</i> розслідування. |
| 2. He thought (that) <i>there was something wrong with the device.</i> | 2. Він гадав, (що) <i>щось негаразд</i> з пристроєм. |
| 3. She told me that <i>she was a researcher.</i> | 3. Вона сказала мені, <i>що</i> вона дослідник. |

- | | |
|---|--|
| 4. I informed her that <i>I couldn't take part in the workshop.</i> | 4. Я повідомив їй, що <i>не зможу брати участь у семінарі.</i> |
| 5. I mentioned to you that <i>I was thinking of working in that sector.</i> | 5. Я згадував тобі, що <i>думаю працювати у цьому секторі.</i> |

PRACTICE

1. Complete the sentences with *said, talked or told*.

1. The professor _____ to the first-year students that in 1968 two scientists, R. Noyce and G. Moore, founded Intel with a vision for semiconductor memory products. 2. At the meeting the chairman _____ about the expanding activities of the company in joint research projects. 3. The lecturer _____ us that as personal devices continued to get smaller and smaller, digital intelligence found its way into a variety of everyday machines. 4. The expert _____ about the most important functions of a manager in building a team. 5. She _____ that the development of future technology breakthroughs began when the executives understood what people loved. 6. My friend _____ to me 'The Cloud' connected people to essential information and enabled online services. 7. George _____ me it was a nice exhibition but he didn't liked it much. 8. Mr. Grey _____ he wouldn't be able to come to the meeting. 9. I _____ to my parents I enjoyed my new job. 10. The designer _____ about the points we needed to discuss before we got started the work.

2. Below are some extracts from newspaper reports. Complete the spaces with an appropriate past forms of the verbs from the lists:

1) ask, warn, believe, say, remind;

The Minister _____ the audience that 10 years ago things were very different. He _____ the time had come to face realities and he _____. we had to choose between cooperation or isolation. He _____ that major problems would arise if we made the wrong choice and _____ if we wanted to be an isolated and friendless country.

2) say, explain, assume, remark, believe, mention;

The reporter _____ that communicating is a natural talent of Americans. When negotiating partners meet, he _____, the emphasis is on small talk and smiling. He _____ there is liberal use of a sense of humour that is more direct than it is in the UK and he _____ that informality is the rule. He _____ business partners do not use their academic titles on their business cards. Sandwiches and drinks in plastic or boxes, he _____, are served during conferences.

3) hope, expect, argue, admit, think;

The Production Manager _____ some products were developed in response to customer research and they came from customer ideas. He _____ that these products met a real need. He also _____ some people would buy new products because they enhanced their status – made them feel more important. He _____ that other people wanted to buy any ‘green’ product which reduced waste or protected the environment. He _____ if an idea was really good it might even win an award for innovation.

PART 2

GRAMMAR GUIDE: sequence of tenses

Verb tenses and time expressions change in **reported speech**:

- a) when the introductory “We **are starting** a new project *next week*,” he (reporting) verb is in a **past tense**; said. – He *said* (that) they **were starting** a new project *the following week*.
- b) in out-of-date (2 September) She said, “I’**ve received** a grant for research from the government.” – (15 September) She *said* (that) she **had received** a grant for research from the government.
- c) when we consider “I’**ll give** you my support in your what the speaker says to investigations,” the boss said to me. – The boss be untrue. *said* to me that he **would give** me his support in my investigations, but I doubt it.

When the reporting verb is **in the past**, the verb tenses change as follows:

Tense of verb in direct speech	Tense of verb in reported speech
---------------------------------------	---

PRESENT

Present Simple

The chairman told her: ‘*We* **find** the subject of *your* report very interesting’.

Past Simple

The chairman told her that *they* **found** the subject of *her* report very interesting.

Present Continuous

She answered: ‘I **am working** in the team under the guidance of Professor Grey’.

Past Continuous

She answered that she **was working** in the team under the guidance of Professor Grey.

Present Perfect

My scientific adviser said: ‘As far as *I* **know** the top post graduates **have obtained** the invitation to join *our* research laboratory’.

Past Perfect

My scientific adviser said (that) as far as *he* **knew** the top post graduates **had obtained** the invitation to join *their* research laboratory.

Present Perfect Continuous

I replied: ‘With our digital data storage, we **have been printing** even single copy at any time for five years’.

Past Perfect Continuous

I replied that with our digital data storage, we **had been printing** even single copy at any time for five years.

PAST

Past Simple

The reporter told the audience: ‘The company **managed** to improve its manufacturing facilities to high quality standards’.

Past Perfect

The reporter told the audience that the company **had managed** to improve its manufacturing facilities to high quality standards.

Past Continuous

The expert said: *Cromaris* **was planning** to develop a direct distribution network starting with the neighbouring countries’

Past Perfect Continuous

The expert said that *Cromaris* **had been planning** to develop a direct distribution network starting with the neighbouring countries.

Past Perfect

Mr. Fisher answered: ‘*Gorenje* **had strived** to improve its business excellence before it reduced the negative environmental impact on the production process’.

Past Perfect Continuous

He said: ‘When the chief arrived, we **had been discussing** the issue for several hours’.

Past Perfect

Mr. Fisher answered that *Gorenje* **had strived** to improve its business excellence before it reduced the negative environmental impact on the production process.

Past Perfect Continuous

He said (that) when the chief arrived, they **had been discussing** the issue for several hours.

FUTURE

Future Simple

He said: ‘The obtained results **will help** you to make final conclusions’.

Future Continuous

The leading engineer said: ‘On Friday *we* **will be demonstrating** the advantages of the new device the whole morning’.

Future Perfect

The Director told the trainees: ‘The well-known enterprise *Pulsion* **will have enhanced** its activities and investment in new technologies by October’.

Future Perfect Continuous

The lecturer said to us: “The team **will have been working out** the design for five months by next Friday”.

Future Simple-in-the Past

He said (that) the obtained results **would help** *us* to make final conclusions.

Future Continuous-in-the Past

The leading engineer said that on Friday *they* **would be demonstrating** the advantages of the new device the whole morning.

Future Perfect-in-the Past

The Director told the trainees that the well-known enterprise *Pulsion* **would have enhanced** its activities and investment in new technologies by October.

Future Perfect Continuous-in-the Past

The lecturer told us that the team **would have been working out** the design for five months by the following Friday.

Pronouns and some other words change according to the context.

Direct speech

this
this discovery, etc.
here
come
“***This*** is an unusual phenomenon,”
George said.
“***This*** discovery is a breakthrough
in science,” he told them.

Reported speech

it or they/them
the discovery, etc.
there
go
George said (that) ***it*** was an unusual
phenomenon.
He told them (that) ***the*** discovery
was a breakthrough in science.

Time words change depending on the time reference.

Direct speech

tonight, today
this week/month/year
these days
now
now that
yesterday
last night/week/month/year
tomorrow
next week/month/year
two days/weeks/months/ years ago

Reported speech

that night, that day
that week/month/year
those days
then, at that time, at once, immediately
since
the day before
the previous night/week/month/year
the following day/ the day after
the following week/month/year
two days/weeks/months/ years before

He said ‘I want to see you **today**’.

‘You will write the test
tomorrow’, the teacher warned the
students.

The manager said: ‘We made a
wrong conclusion **last week**’.

He said that he wanted to see me **that
day**.

The teacher warned the students that
they would write the test **the
following day**.

The manager said that they had made
a wrong conclusion **the previous
week**’.

Note: There are **no changes** in the verb tenses in reported speech when:

a) the reporting verb is in the present or future;

The reporting verb is used in the present tense

- when we pass on messages;
- when we report the content of a letter, article, etc. while reading it;
- when we refer to something someone says very often.

Debbie says <i>she needs the report today.</i>	Деббі каже, що їй потрібен звіт сьогодні.
The article says <i>that people use too much water.</i>	Стаття повідомляє, що люди споживають забагато води.
He often says <i>that we shouldn't waste money on such experiments.</i>	Він часто каже, що ми не повинні витратити гроші на такі експерименти.

b) the direct sentence expresses a general truth or law of nature;

c) is Type 2 or Type 3 conditional or a wish.

Our teacher said: 'The Earth goes round the Sun'.	Our teacher said that the Earth goes round the Sun.
He answered: 'Water boils under 100 degrees on Centigrade'.	He answered that water boils under 100 degrees on Centigrade.

The verb tenses **can change** or **remain the same** in reported speech when a sentence expresses something which is up to date or still true when you report it. The verb tenses **change** when something is out of date or not true when you report it. Compare:

Up-to-date reporting

George said, "*I'm going to the seminar next week.*" – George said (that) **he is going/was going** to the conference next week.
"The Earth is flat," he said.

Out-of-date reporting

George said, "*I'm going to the seminar in May.*" (Now it's June) – George said (that) **he was going** to the conference in May.
He said (that) **the Earth was flat**. (It isn't; not true.)

PRACTICE

1. Translate the sentences into your native language. Pay attention to use of tenses in English and Ukrainian.

1. The reporter said that government policies reflected the realities of the new innovation process. 2. The reporter said that government policies had reflected the realities of the new innovation process. 3. The student didn't know who had an outstanding idea for a new electronic product. 4. The student didn't know who had had an outstanding idea for a new electronic product. 5. Children didn't know when the first electric clothes washer had been introduced. 6. Experts believed mobile phone would be embedded into the ear. 7. We supposed the lens of a camera captured the light from the subject and brought it to a focus on the film detector. 8. I knew that between 1868 and 1870 Alexander Bell had been working with his father studying speech and teaching deaf children in Edinburgh. 9. They thought the need for vertical transport such as elevator was as old as civilization, and earliest lifts had used man, animal and water power to raise the load. 10. The Minister said the government was working towards increasing the quality of services and making the economy strong.

2. Refer the sentences to the past using the rules of sequence of tenses. Translate the sentences into your native language.

1. We know that advances in modern mobile telecommunication are breathtaking. 2. I know that 3M has developed a very clever invention – the Post-It Note. 3. Inventors believe that the legal system protects intellectual property through patents and copyright. 4. The author of the article states that innovation transformed such intangible assets as skills and creativity into economically valuable activity. 5. The teacher says cameras can work with the light of the visible spectrum or with other portions of the electromagnetic spectrum. 6. Everybody knows that the Finnish company 'Nokia' has long been a leader in the mobile phone market and was followed by numerous competitors like 'Motorola', 'Siemens', etc. 7. They suppose the designer is working at the new washing machine equipped with a lot of buttons to control wash and rinse temperature, agitation and spin speed. 8. Scientists hope the country will head

along the high road of innovation, productivity and high-quality jobs. 9. She is sure that the Internet began as a computer network of APRA to link computer network at several universities and research laboratories in the United States of America. 10. I expect Broadcast television may be replaced by unicast in which each home receives a signal especially tailored for what its residents want to see.

3. Put the verb into the correct form.

1. Every pupil knows a ball pen (**invent**) by Hungarian journalist Laslo Biro in 1938. 2. I am sure our world (**change**) every time there is an important invention. 3. The teacher said inventors (**not/earn**) much money from their inventions until the early years of the 20th century. 4. They believed the steam engine, most valued during the Industrial Revolution, (**offer**) an increase in transportation speed. 5. My friend says exhibitions of camera-captured images (**be**) widely used in both professional and consumer settings in the 21st century for both mass and interpersonal communication purposes. 6. She always thought the Wright Brothers (**combine**) different early theories to develop a fully functioning airplane. 7. We knew that the latest developments in the field of household electronics (**lead**) to improvement of quality. 8. At the lesson children wanted to know what discovery actually (**set**) the platform for the invention of radio. 9. They supposed barcodes (**give**) much thought by the majority of consumers. 10. They realized that though modern scuba diving equipment was fairly similar to the aqualung, it (**undergo**) some changes.

4. Yesterday you met your colleague Dan Brown who works in British Imperial College Scientific Lab. He told you a lot of things. Here are some of them.

1. "I'm thinking of going to work in Germany". 2. "My uncle has bought some very reliable equipment". 3. "I haven't seen your boss for a long time". 4. "I don't know what Robert is doing". 5. "I work 12 hours a day". 6. "I hardly ever obtain some new data these days". 7. "I saw our chief at the scientific conference last month and he seemed fine". 8. "I've been making a new experiment recently". 9. "I'll tell my mother I saw you". 10. "Bill had an accident last year but he wasn't injured".

Later that day you tell another colleague what Dan said. Use reported speech as in the model:

1. Dan **said** that he **was thinking** of going to work in Germany.

PART 3

GRAMMAR GUIDE: reported questions

The word order in a reported question is the same as that of a statement. To report a question the following reporting verbs and phrases can be used: *ask, enquire (inquire), wonder, want to know, demand to know, be interested to know, would like to know*.

Reported Questions

Sample Sentences

1. *She enquired why I was so interested in that problem.* 1. Вона запитала, чому я так зацікавився цією проблемою.

Wh-questions

A reported clause beginning with a *wh-word* is used to report a *wh-question*.

Yes/no questions

An *if-clause* or a *whether-clause* is used when reporting *yes/no questions*.

Alternative questions

Whether is used especially if there is a choice of possibilities.

He asked what we were working at. *I wondered if he was going to design a new model.* *They wanted to know whether I stayed for the discussion or left earlier.*

Він запитував, над чим ми працюємо. *Мені цікаво, чи збирається він розробляти нову модель.* *Вони хотіли знати, чи я залишаюся на дискусію, чи іду раніше.*

PRACTICE

1. Change the following sentences into direct speech as in the model.

Model: The engineer **told** the workers that he **was pleased** with their work. – *The engineer told to his workers: “I am pleased with your work”.*

1. A fashion designer asked if I got the photographs she had sent to me. 2. He told us all the documents would come at the end of the month. 3. Rhina thought that the money were in the bank last Tuesday. 4. They said that they hadn't received the confirmation that week. 5. She mentioned that the date of the following meeting wasn't fixed yet. 6. Director asked if the conference hall would be ready when they arrived. 7. The Company President asked when the statement for the press had been made. 8. We asked him if those prognoses were really worth making. 9. The supervisor asked what new ideas had been immediately taken up and developed further. 10. Students asked the Professor what the scientists sent satellites circling in orbits above the Earth for.

2. Use Reported speech saying opposite thoughts as in the model.

Model: “We are going to do the experiment”. – *I thought you said you were not going to do the experiment.*

1. “The results of our research are very interesting”. 2. “They will enable us to measure the efficiency”. 3. “It is necessary to take some facts into account”. 4. “Our Board is working hard”. 5. “Now such investigations are well under way”. 6. “I can tell you just now if a new technique proves to be reliable”. 7. “All the experiments yielded similar results”. 8. “We have got some very exciting possibilities for the theory to be checked”. 9. “I have had much trouble with the equipment”. 10. “I don't think one should be too worried about the mistakes”.

3. Yesterday you met your friend Tom Grey. He asked you a lot of things. Here are some of them.

1. What kind of institution do you work for? 2. What is the purpose of its research work? 3. In what field does it foster research? 4. When did the

University begin as the scientific edifice? 5. Who was associated with the early days of the University? 6. What facilities did the University acquire? 7. What are its main departments? 8. What department is run by Professor Green? 9. Are there any new buildings being built for the University? 10. Does it take part in annual scientific conferences abroad?

Later that day you tell another friend of yours what Tom asked you.

Use reported speech:

Model: Tom **asked** me what kind of institution I **worked** for.

4. Make up your own sentences. Use the words *where, when, why, if (whether), how (many, much), what, who*.

1. Tell me _____. 2. I wonder _____. 3. Have you any idea _____. 4. Can't you remember _____. 5. I don't know _____. 6. Could you tell me _____. 7. They want to know _____. 8. She asked me _____. 9. Doesn't she know _____. 10. I'm going to tell them _____.

5. Say which sentences are reported statements and which are reported questions.

1. We don't know what the participants are discussing. 2. They assume that a lot of well-known scientists worked in the University. 3. She explained that they had certain facilities out of the city. 4. Could you tell us where you are going to hold theoretical part of the work? 5. I felt that the computer was used only for data processing. 6. We are not sure that the lab will be equipped well. 7. He wanted to know what the main purpose of the research was. 8. Tell me why the adviser doesn't follow your scientific project properly. 9. I wonder where a new exhibition will take place. 10. I felt that his opinion was different.

6. Translate the reported questions into English.

1. Ти можеш сказати, скільки часу я витрачу на конспектування цієї статті? 2. Я не пам'ятаю точно, скільки пропозицій ви внесли на зустрічі. 3. Він знає, хто допоможе нам розвинути нову ідею. 4. Шеф хоче знати, з ким він поїде у відрядження. 5. Ви знаєте, про що вона мене попросила? 6. Він не має гадки, чому маркетолог не відповів на наші електронні

повідомлення. 7. Мені цікаво, чи отримала компанія мої листи з запрошеннями на ярмарок. 8. Вона збирається розповісти усім, чому більше не працює над своїм винаходом. 9. Покажи студентам, як правильно підрахувати прибуток за цією формулою. 10. Наш керівник пояснить, що ми повинні зробити протягом першого тижня.

PART 4

GRAMMAR GUIDE 1: reported orders, requests and instructions

A *to-infinitive clause* is used to report an order, a request, an instruction, a piece of advice or a warning. The most commonly used reporting verbs are: ***advise, ask, beg, command, encourage, forbid, instruct, invite, order, persuade, remind, teach, tell, urge, warn***. The reporting verb can also be in the passive.

“Would you give me some money?” he asked. – He begged us to give him some money.

“Don’t leave your car here.” – You were advised not to leave your car there.

PRACTICE 1

1. Study the following sentences and say what the actual words of the speaker were.

1. She advised them to phone the call-centre. 2. They invited me to have business lunch with them. 3. He told me to fetch the all the necessary documents. 4. They persuaded us to take part in the workshop. 5. We were forbidden to enter this part of the factory. 6. They were instructed not to touch those things. 7. The staff were ordered not to answer any questions. 8. She warned them not to use that printer. 9. They encouraged the graduates to take up research. 10. The corporate doctor urged her to go to hospital.

2. Write these sentences in reported speech. Make all necessary changes.

1. Have your passports ready, please. (The customs officer told us) 2. Finish the job tonight, please. (My boss asked me) 3. Leave your keys on the desk, please. (The receptionist reminded us) 4. Come to work in time, will you? (My colleague asked) 5. Will you open the door for me? (The old lady asked) 6. Would you proofread my report, please? (I asked my fellow student) 7. Do sit down! (The hostess asked us) 8. Don't use the telephone for personal calls. (The manager warned the staff) 9. Don't shoot! (The police officer ordered) 10. Don't ever press this button. (He instructed us).

GRAMMAR GUIDE 2: suggestions and offers

When someone makes a suggestion about what someone else should do, you report it by using a *that-clause* containing a modal *should*, which can be omitted in formal speech. These reporting verbs can be followed by a *that-clause* containing a modal: ***advise, demand, insist, propose, recommend, suggest, urge.***

Someone suggested that they should break in small groups.

He proposes that the government hold an inquiry.

When someone makes a suggestion about what they themselves and someone else should do, you can report it using an *ing-clause* and the reporting verbs ***advise, suggest, propose* or *recommend***.

Barbara said: "Let's hold the conference in May." – Barbara suggested holding the conference in May.

The committee: "We'd better give up the original plan." – The committee recommended giving up the original plan.

To report an offer you can use a *to-infinitive clause* and the reporting verb ***offer***.

"Let me carry your bag," he said. – He offered me to carry my bag.

PRACTICE 2

1. Report the following sentences.

1. Let me explain to you how to use the photocopier. 2. Shall I give you a lift into town? 3. I'll get all your papers ready for the meeting, shall I? 4. Let me call you when I'm a bit less busy. 5. Shall I have them make all the arrangements for the seminar? 6. Let's turn on the radio to listen to the latest

news. 7. Let's take up that issue a bit later, shall we? 8. Shall we listen to one more report? 9. Let's consider it but don't let's make any promises. 10. Don't let's start arguing until we get all information. 11. Let's not underestimate the opponents' arguments. 12. Why not take part in the "round table" discussion? 13. How about speaking to the manager after the meeting? 14. How about going to this lecture? 15. Why not sort out the problem right now?

2. Change the orders, requests and offers into reported sentences. Use such verbs as *recommend, ask, order, remind, advise, etc.*

Model: "Invite some more research students to our laboratory", the Director said to the Dean. – *The Director asked the Dean to invite some more research students to our laboratory.*

1. "Read the instructions before you deal with hazardous substances", the teacher said to us. 2. "Can you work more slowly? I can't follow you", she asked her colleague. 3. "Don't wait for us if we are late", my fellow-students said to me. 4. "Make regular breaks when you work with the computer", the corporate doctor told them. 5. "Don't forget to turn off all the computer", I said to him. 6. "Leave the keys on the desk", she said to the technician. 7. "Don't smoke in the laboratory", the lab assistant said to the employees. 8. "Shut the door but don't lock it", I told her. 9. "Give me their telephone number, please", the visitor asked me. 10. "Don't tell the top manager about our trip", we said to the secretary.

3. Translate the sentences into English.

1. Вони попросили нас не розповідати директору про експеримент. 2. Начальник наказав інженеру перевірити останні дані. 3. Я сказав секретарю написати запрошення на виставку електронної техніки. 4. Постачальник порекомендував не підписувати жодних документів до його прибуття. 5. Вона порадила купити обладнання у новому торговельному центрі.

KEY VOCABULARY

1. Match the words with the definitions.

- | | |
|----------------------------|---|
| 1) undertake, <i>v</i> | a) the working together of two or more activities to produce a combine effect greater than if they act separately |
| 2) timetable, <i>v</i> | b) capable of being successful and profitable |
| 3) viable, <i>adj</i> | c) difficult and testing in an interesting way |
| 4) synergy, <i>n</i> | d) an extra benefit that aims to encourage someone to work harder |
| 5) survey, <i>n</i> | e) agree and commit oneself to do something |
| 6) incentive, <i>n</i> | f) a way of finding out the general public's opinions on a topic by asking them carefully chosen questions |
| 7) challenging, <i>adj</i> | g) prepare a list which shows the times at which things should happen |

2. Choose the proper word in brackets (change the word form, if necessary):

1. Many of _____ plants and shops had been expanded and reconstructed before we began manufacturing this kind of machines (absolute, obsolete).
2. Materials which are widely used in machine-building _____ in their properties (vary, very).
3. Provided the laboratory continued the experiment with the _____, it would take them three years to complete it (simple, sample).
4. Super plasticity is detected in a _____ number of metals and alloys (great, greatly).
5. If the _____ of the process changed, the robot could adapt to its new job without expensive retooling (party, part).
6. Specialized enterprises are aimed at the production of industrial robots not by _____, but complete systems and complex instruments (piece, peace).
7. This special _____ occupied by semiconductors in modern physics and engineering are due to their peculiarities which are not found in other materials (place, pace).
8. Modern weather forecast means can be fully _____ upon (reply, rely).
9. The appointment of a new Minister will _____ the department's policy (affect, effect).
10. Young scientists could _____ this complicated task very quickly decide, solve).

3. Replace the underlined word with its synonym:

a) area, small, shape, change, accurate, assess, produce, amount;

1. Trace elements are also found, but these are of such minute quantities that they are disregarded. 2. Exact sciences are mathematical sciences, whose results are precise and quantitative. 3. During the last forty years great progress has been achieved in the field of space research. 4. Water can be transformed into steam by boiling. 5. Scientists try to evaluate new results against the background of known facts. 6. This plant has already made a new turbine. 7. The Earth has the form of a ball.

b) progress, watch, mainly, man-made, discover, obtain, remote, growing;

1. We use a lot of artificial materials in everyday life. 2. Scientists observe distant cosmic bodies by means of telescopes. 3. We can get oxygen from water. 4. These problems are chiefly of chemical character. 5. It was very difficult to detect the target. 6. Steam is obtained from water by means of increasing temperature. 7. Advance in electronic technique results from scientific research in the field of electronics.

c) different, device, necessity, effectiveness, change, mainly, make, power, applied.

1. There is a machine that allows people to stay at home and work with a computer in the office. 2. In business the computer is known to be a means increasing administrative efficiency, data processing, sales, etc. 3. Specialists consider that convenience, strength and beauty are the basic factors of a architecture. 4. It takes both workforce and equipment to transfer goods from one means of transportation to another. 5. In the early Middle Ages, city location was determined primarily by the needs of defense. 6. The basic materials used here are the photographs, negatives or diapositives of various types. 7. Some organic substances, e. g. plastics, may show fluid properties at some stage of their manufacture.

4. Choose the proper word in brackets and put it into the gap:

a) discovered, designed, challenge, solutions, innovate;

1. Innovators like to _____ the normal way of doing things. 2. Creative thinking will lead you to radical _____. 3. Those who never take risks don't _____. 4. The building has been specially _____ to provide easy access for disabled people. 5. Scientists have _____ a new method of dealing with such problems.

b) return, achieve, selects, brainstorm, improved;

1. The company _____ people who know how to work with ideas. 2. The viable innovation has to _____ the cost of capital. 3. In order to find the solution, it would be a good idea to _____ the problem. 4. This invention has _____ our safety and standards of living. 5. Once you know what you are trying to _____, you have to be open to surprises.

c) innovative, measure, up-to-date, obsolete, dominated;

1. Our aim is to keep companies _____ on consumer behavior. 2. Within the next 20 years the industry will be _____ by a few large companies. 3. One of the most important trends in business is that mass marketing is becoming _____ in high-tech cultures. 4. Creative business people have _____ ideas for their new products or services. 5. To be able to _____ success in innovation, you have to know what you are looking for.

d) advantage, development, return, innovation, changed;

1. If our industries keep away from _____, we will never compete successfully with other countries. 2. That was an important stage in the country's _____. 3. The discovery of oil has _____ the whole character of the area. 4. The method has the _____ of saving a lot of resources. 5. We guarantee a high _____ on your investment.

e) creativity, develop, innovative, competition, discovered

1. He is a very _____ manager. 2. These new two products are in direct _____. 3. After much experimentation, they _____ how to solve the problem.

4. I'd like to _____ this idea a little more fully. 5. We need an education system that lets children use their _____.

f) creation, pioneer, change, advantage, producing.

1. He was a _____ in that industry. 2. They propose the _____ of an independent committee. 3. His business experience gave him a big _____ over the other applicants. 4. Many old people find it difficult to cope with _____. 5. They started _____ disposable paper cups.

SPEAKING

Discuss the following.

1. The idea of cloning human beings in order to provide human spare parts may soon become a reality. To what extent do you agree with such a procedure? Do you have any reservations?

2. Traditional cultures can be negatively affected by technological development. Some people even say technology and tradition are incompatible – you cannot have both together. To what extent do you agree or disagree with this opinion?

3. Do you agree that governments need to control the environment and corporate ethics rather than controlling industry?

MODULE II

ECONOMY AND ECOLOGY: TWO SIDES OF THE SAME ISSUE

UNIT 4

LANGUAGE FOCUS: conditional sentences

GRAMMAR GUIDE 1: types of conditional sentences; zero (factual) conditionals

There are several types of conditional sentences depending on the time reference and kind of condition used.

Real Conditionals	Factual conditionals Type 0
	Predictive conditionals Type 1
Unreal Conditionals	Hypothetical conditionals Type 2
	Counterfactual conditionals Type 3
Mixed conditionals	Real
	Unreal

Factual Conditionals (TYPE 0)

**Subordinate Clause
condition**

If (= whenever)+ Present
Simple

**Main Clause
result**

Present Simple

The factual conditional is (also called the “zero conditional”) is used

- to describe a simple cause and effect;

If no measures are taken, the situation gets worse.

Companies cannot operate effectively unless they are free from such interference.

- to describe a scientific truth.

If you mix blue with yellow, you get green.

When you talk about a past event or situation, you use a past tense in both clauses.

If nobody wanted to take the blame on themselves, they punished the whole department.

Study these examples:

Sample Sentences

- | | |
|--|---|
| 1. If there is a desire for something, this may create demand for a product or service. | 1. Якщо існує бажання до чогось, це може створити попит на продукт або послугу. |
| 2. If you use the Internet, do you look at the advertisements on the sites you use? | 2. Якщо ви користуєтесь інтернетом, чи дивитесь ви рекламу на сайтах, якими користуєтесь? |
| 3. If you succeed with a new project, you don't benefit and your success is not remembered. If you fail, you are criticised and your failure is not forgotten. | 3. Якщо ви досягли успіху в новому проекті, ви не маєте з цього користі. Якщо ви зазнаєте невдачі, вас критикують і вашу невдачу не забудуть. |
| 4. If current emission trends continue, the mean global temperatures may rise 3°C by the end of the 21 st century. | 4. Якщо нинішні тенденції шкідливих викидів триватимуть, середні світові температури можуть зрости на 3°C до кінця 21-го століття. |

PRACTICE 1

1. Choose appropriate examples to illustrate the rules.

Factual conditionals (Type 0): *What happens if _____? / What happened if _____?*

Factual conditionals are used to describe typical patterns in the present (_____) or the past (_____).

1. What **happens** if there **is** no demand? If demand **falls**, prices **go down** too.

2. What **happened** if there **were** no funds? If there **were** no funds, research **stopped**.

Type 0 conditionals are used to express rules (_____), habits (_____) and correlations, such as scientific observations (_____). You can also use them with imperative forms in the main clause when you are giving instructions or explaining how to do something (_____).

3. If she gets an extra sum of money, she spends it in no time. / If I had a day off, I always went to that Internet café.

4. If you desire to save energy, limit the time the humidifier operates. / If you need customer service, press 2. / If you lose your credit card, inform the bank immediately.

5. If you come to work late, you lose your day pay. / If you guess the answer, you get one point.

6. If people earn more, they spend more. / If a group has no leader, it soon breaks up. / If the actual temperature falls to the dew point temperature, water starts to condense out of the air.

2. Match the sentences in Column A with those in Column B to make correct Type 0 conditionals as in the model.

Model: 0 – f. *If you add two and three, you get five.*

- | | |
|---------------------------------|----------------------------------|
| 0. Add two and three. | a) Your salary goes up. |
| 1. Motivate people. | b) They begin to hate you. |
| 2. Switch off light. | c) They study and work better. |
| 3. Criticize your subordinates. | d) You have to ring the bank. |
| 4. Press this button. | e) It discharges dangerous gases |

- | | |
|-----------------------------------|--------------------------------|
| 5. Prepare carefully. | into the atmosphere. |
| 6. You get promoted. | f) You get five. |
| 7. You lose your credit card. | g) You get a warning letter. |
| 8. You don't pay the bill. | h) You get better results. |
| 9. Garbage is burned. | i) You don't get a bonus. |
| 10. You're late with your report. | j) You save energy. |
| | k) The printer starts working. |

3. Match the beginnings (1 - 6) with the endings (a - f). Choose the correct verb.

- | | |
|--|---|
| 1. If the task is/was difficult, ____ | a) that makes it much more |
| 2. If a ship loses/lost some of the oil in the water, ____ | difficult to recruit people from other countries. |
| 3. If top management all come from the home country, ____ | b) environmental disasters can be avoided. |
| 4. If there is/was a lot to do, ____ | c) it causes coastal flooding. |
| 5. If people broaden/broadened ecological education, ____ | d) the water becomes dirty. |
| 6. If sea level rises, ____ | e) he refused to do it. |
| 7. Even if there is/was no news, ____ | f) we didn't worry. |
| | g) we asked somebody to help us. |

GRAMMAR GUIDE 2: real conditional sentences, first (predictive) conditionals

Predictive Conditionals (TYPE 1)

Subordinate Clause

condition

If + Present Simple

Main Clause

result

Future Simple

The predictive conditional (also called the 'first conditional') is used

- when we think it is likely that something will happen as the result of a future action;

If they approve our proposition on reducing wastes (condition), we'll have change the technology in the first quarter. (result).

- to make a promise, warning or threat.

If you can't meet our safety requirements, we'll have to find another supplier.

If you go on coming late, they will fire you.

Other Tenses and Verb Forms

Subordinate Clause

Main Clause

As well as the *Present Simple*, we can use the *Present Continuous* or *Present Perfect* in the sub-clause.

If we are going to have a discussion, we'll have to invite our partners.

If I've finished my work by four, I'll probably join you.

As well as *will*, we can also use other modal verbs in the main clause, depending on the meaning we want to convey.

If we change the time of the seminar, they may not be able to

get in time.

A present tense in the sub-clause can refer not only to the future but also to the present.

If you think competition in science is always a good thing, think again.

If the boss hasn't come yet, we can get together in his office.

The *imperative* is also often used in the main clause.

If you've got a problem with the new version, ring our Helpline.

Note: Don't put **will** or **would** in the sub-clause unless you want to make a polite invitation or request.

If you'll just follow me (= Will you follow me?), I'll take you to reception.

If you'll call me tomorrow morning, (= Please, call me) I'll take the calculations with me.

If you'll just wait for a moment (=Please, wait for a moment), I'll find someone to help you with your problem.

If you'd like to come this way (=Would you come this way?), the manager will see you now.

Sample Sentences

- | | |
|--|--|
| 1. If you will pay cash I'll give you a five per cent discount. | 1. Якщо ви сплатите готівкою, я надам вам п'ятивідсоткову знижку. |
| 2. If Hearing Enhancement's sales continue at the same rate, it will sell four times as much this year as last year. | 2. Якщо продажі Hearing Enhancement зростатимуть тими ж темпами, вони продадуть у чотири рази більше, ніж торік. |
| 3. If you will excuse me, I have to leave now. | 3. Прошу мене пробачити, але я маю іти зараз. |
| 4. You may go home if you have finished your work. | 4. Ви можете іти додому, якщо закінчили роботу. |
| 5. If you want to pass your exams, you must study hard. | 5. Якщо хочете здати іспити, маєте вчитися. |

PRACTICE 2

1. Choose appropriate examples to illustrate the rules.

Predictive conditionals (Type 1): *What will happen if ____?*

Predictive conditionals are used to describe possibilities.

1. What **will happen** if the situation **gets** worse? If things **get** worse, we **will have** to sell the business.

Type 1 conditionals are used for making plans (____), predictions (____), suggestions (____) or offers (____). You can use them with questions in the main clause to ask for advice (____) or about future events (____) and to make requests (____).

2. I'm sure that if Andrew collects himself, he'll answer the interviewer's questions easily.

3. If I should come across this book, I'll buy it for you.

4. If you have a moment, will you check this for me?

5. If I order a checkbook, shall I get it before the end of the week?

6. If the factory closes down, where will the workers go?

7. What shall we do if this happens again?

8. If factories are moved out of the city, the air will not be so polluted.

2. Put the verbs in brackets into the correct tense.

1. If we (not/realize) that we are all responsible for what's happening around us we never (feel) secure about the future of the world we live in. 2. If we (change) our focus to development, we (increase) the quality of our lives instead of the amount of production and consumption. 3. If oil prices (continue) their uphill climb, these alternative sources (become) without a doubt economically and politically superior to oil. 4. If we (not/ find) the way out, our planet (die). 5. If you (look) down at the Earth from a plane you (see) how wonderful our planet is. 6. If we all (share) the transport costs, it (not/cost) much. 7. What (happen) if global demand for energy (continue) to rise, particularly among developing nations? 8. If the party (go) on all night, no one (want) to do any work tomorrow. 9. If I should see the others later on tonight, I (ask) them to join us. 10. If the oil supply (shrink), essential petroleum-dependent products (be) either unavailable or unaffordable. 11. If you (hire) a good CEO, the business (take care) of itself.

3. Choose the appropriate conjunction to make up correct Type 1 conditional sentences.

1. *Unless/Providing* you train our personnel,

a) we won't be able to start construction.

b) I'll be able to start construction.

2. *As long as/unless* you promise to be careful with my notebook,

a) you can't borrow it.

b) you can use it.

3. _____ *even if/on condition that* he is paid overtime.

- a) He won't agree to work Sundays
- b) He'll agree to work Sundays
- 4. *Supposing/even if* you are fired,
 - a) what will you do?
 - b) you can always find a job.
- 5. *Provided that/unless* they are given enough time
 - a) they will cope with the task.
 - b) they won't be able to cope with the task.

GRAMMAR GUIDE 3: unreal conditional sentences, second (hypothetical) conditionals

Hypothetical Conditionals (TYPE 2)

Subordinate Clause

condition

If + Past Simple

Main Clause

result

would + V (base form of verb)

The hypothetical conditional (also called the 'second conditional') is used
 1) to describe a future event or outcome which we think is not very likely to happen;

If he worked harder, they would promote him and let him lead the project.

2) to express something in the present or in the future which is entirely imaginary;

If I owned the company, I'd run it differently.

3) to appear more polite when making a request or asking a favour;

Would you mind if I made a few alterations to the design?

4) to make a more delicate or indirect offer.

What would you say if we improved our consulting services?

Other Tenses and Verb Forms

Subordinate Clause

As well as the *Past Simple*, the *Past Continuous* or *could* can be used in the sub-clause.

If the device was working, everything would be perfect.

If she could have her proposition considered, she would continue working.

Main Clause

Other modals, such as *could*, *might* and *should* can be used instead of *would* in the main clause.

If we could replace the obsolete models, that might solve the problem.

Study some more examples:

Sample Sentences

- | | |
|---|---|
| 1. If we collected and recycled paper there would be more forests around. | 1. Якби ми збирали та перероблювали папір, навколо нас було би більше лісів. |
| 2. If you had any office training it might be possible to use you up here. | 2. Якби у Вас були навички роботи в офісі, було б можливо використовувати Вас тут. |
| 3. If he wanted to, he could become CEO. | 3. Якби він хотів, він міг би стати керівником компанії. |
| 4. If deforestation were to continue at present rates the forests could disappear within the next one to two hundred years. | 4. Якщо знищення лісів буде тривати теперішніми темпами, ліси можуть зникнути протягом 100-200 років. |

PRACTICE 3

1. Choose appropriate examples to illustrate the rules.

Hypothetical conditionals (Type 2): *What would happen if _____?*

Hypothetical conditionals are used to describe imaginary or fictional situations.

1. What **would happen** if there **was** a crisis? If there **was** a crisis, a lot of people **would lose** their jobs.

Type 2 conditionals are used to describe the potential outcomes of a course of action (_____) or to talk about completely imaginary situations (_____). We can also use the when we want to express willingness to do something, despite lack of ability (_____).

2. If I was/were the Minister of Education, I would exclude some subjects from the curriculum.

3. If they agreed to make groups smaller, we could give each student more attention.

4. If he didn't have to replace his colleague, he would have time to help you.

2. Put the verbs in brackets into the correct tense to make up Type 2 conditional sentences.

1. The streets (be) cleaner, if local authorities (provide) more litter bins.
2. If people (be encouraged) to use public transport, there (be) fewer cars on the roads.
3. If Steve (be) here, he (know) what to do.
4. If the manager (receive) a delegation now, we (can/not) discuss the problem with him.
5. People (have) to stop using many useful things if they (want) to end pollution immediately.
6. What (you/do) if you (be) a Minister of Ecology?
7. (Be) I you, I first (ask) permission.
8. If we (build) more parks and playgrounds, children (have) somewhere safe to play.
9. (Be) he more careful, he (make) fewer mistakes.
10. But if the worst (come) to the worst, there (be) a total economic collapse.

GRAMMAR GUIDE 4: unreal conditionals sentences, third (counterfactual) conditionals

Counterfactual Conditionals (TYPE 3)

Subordinate Clause

Main Clause

Condition

Result

If + Past Perfect

would + have + V³ed

Counterfactual conditional (also called the ‘third conditional’) are used 1) to talk about ‘unreal’ or imaginary past situations;

If I had answered that question better, they would have given me the job.

2) to express regrets, wishes and missed opportunities.

If he had known the truth, he would have acted differently.

Other Tenses and Verb Forms

Subordinate Clause

Main Clause

We can use *could* + *perfect infinitive* in the sub-clause.

As well as *would*, other modals, such as *could* and *might* can be used in the main clause.

If I could have warned you in time, I would have done.

The plan might not have worked if we hadn't had a piece of luck.

Study some more examples:

Sample Sentences

- | | |
|--|--|
| 1. If scientists had ruled out cancer people would have been protected from everything else as well. | 1. Якби вчені перешкодили розвитку раку, люди були б захищені також від усього іншого. |
| 2. If you had bought shares in NTC, you would have made a lot of money. | 2. Якби ви придбали акції у NTC, ви б заробили купу грошей. |
| 3. If I hadn't taken so many risks, I wouldn't have lost so much. | 3. Якби я так не ризикував, я не втратив би так багато. |
| 4. If we'd worked in a team, we might have succeeded. | 4. Якби ми працювали у команді, ми б досягли успіху. |
| 5. If I hadn't been there something very unpleasant might have happened to him. | 5. Якби мене там не було, з ним могло б трапитись щось неприємне. |

PRACTICE 4

1. Choose appropriate examples to illustrate the rules.

Counterfactual conditionals (Type 3):

What would have happened if _____?

Counterfactual conditionals are used to imagine past events happening in a different way and having different outcomes.

1. What **would have happened** if the truth **had been revealed**? If the truth **had been revealed**, we all **would have had** to leave the company.

Type 3 conditionals can be used to explain why something hadn't been done (_____) and to express regret (_____) or criticism (_____).

2. If you had listened to their advice, we wouldn't have lost all our money.

3. If we had warned him about the consequences, he might not have got into trouble.

4. If I'd had any idea where she might have been, I would have told you.

2. Put the verbs into the correct tense to make up Type 3 conditional sentences.

1. If we (have) a better website, we (attract) more customers. 2. I wasn't tired last night. If I (be) tired, I (go) home earlier. 3. It's a pity you have refused to talk to him. He (may/change) his mind if you (speak) to him personally. 4. We (can/ help) you if we (know) you needed our advice. 5. The conference was interesting, but I (like) it more if the speakers (not/speak) so loudly. 6. Robert got to the station in time to catch his train. If he (miss) it, he (be) late for his interview. 7. Ken hurt himself when he was making an experiment yesterday. If he (follow) the instructions, he (not/hurt) himself so badly. 8. It's good that you reminded us about Ann's presentation. We (forget) if you (not/remind) us. 9. Luckily, nothing awful happened. But if he (drop) the scanner, it (be) a disaster. 10. Why didn't you ask the chief? If he (be asked), he (give) his permission.

3. Complete each unreal conditional sentence (Type 2 or Type 3) using the prompt sentences.

Model: I don't have extra pens. I won't give you one. – *If I had extra pens, I would give you one.*

1. I don't know Jack's phone number. I can't tell him what happened. – *If I knew Jack's number, _____* 2. She didn't prepare for the test. She didn't pass. – *If she had prepared for the test, _____* 3. You didn't warn me about the meeting. I didn't bring my report. – *If _____, I would have brought my report.* 4. I'm not in your situation. I'll start looking for another job. – *If _____, I would start looking for another job.* 5. We don't visit you very often because you live so far away. – *If you _____, we _____* 6. He doesn't speak very clearly – that's why people don't understand him. – *If he _____, people _____* 7. I was able to interview all those applicants because Jim and Mary helped me. – *I _____ if Jim and Mary _____.* 8. We don't buy new equipment because we can't afford it. – *We _____ if we _____* 9. We couldn't measure pollution levels because the calculations were not correct. – *We _____ if the calculations _____* 10. I have to work tomorrow, so I can't meet them. – *I _____ if I _____.*

GRAMMAR GUIDE 5: mixed conditionals

You can form mixed conditionals, if the context permits it, by combining a sub-clause from one type with a main clause from another.

Mixed Real Conditionals

Factual Conditionals

In factual conditionals a mixture of past and present tenses can sometimes be used in the clauses.

*If she **took** part in the study, she **knows** the preliminary results.*

*If they **don't understand** what to do, they probably **weren't listening** earlier.*

Predictive Conditionals

In predictive conditionals, the Past Simple can be used in the sub-clause.

*If you **checked** everything yesterday, you*

***won't have** any problems.*

Mixed Unreal Conditionals

Subordinate Clause

Main Clause

The mixed unreal conditional commonly uses the third conditional in the sub-clause and the second conditional in the main clause or the second conditional in the sub-clause and the third conditional in the main clause.

TYPE 2

If I were you,

TYPE 3

*If the environmentalists **hadn't** interfered,*

*If they **hadn't** warned us,*

TYPE 3

I would have never done that.

TYPE 2

they would be still polluting the neighbourhood.

what would we be doing now?

Below are some more examples of mixed conditional clauses:

Sample Sentences

- | | |
|---|--|
| 1. If Adrian was ambitious, he would have taken a career in research. | 1. Якби Адріан був амбітний, він обрав би кар'єру у дослідницькій роботі. |
| 2. If we'd listened to his advice we wouldn't be in this present mess. | 2. Якби ми дослухалися до його поради, ми не мали б неприємностей зараз. |
| 3. If we imagine all the rivers as one blue band it could engird our planet twice. | 3. Якщо уявити усі річки як одну блакитну стрічку, вона змогла би огорнути нашу планету двічі. |
| 4. If I lived in Germany I would have got a better interest rate last year. | 4. Якби я жив у Німеччині, минулого року я б отримав кращі відсотки. |
| 5. If all goes well in the clinical trials, products could be in routine use later this decade. | 5. Якщо все буде добре у клінічних випробуваннях, продукти з'являться би у щоденному вжитку пізніше у цьому десятилітті. |

PRACTICE 5

1. Choose appropriate examples to illustrate the rules.

In **mixed conditionals**, there can be a mixture of types depending on the meaning you want to express.

Mixed Real Conditionals

In **factual conditionals** you can use a mixture of past and present tenses in the clauses (____). Some factual conditionals are used to describe habits in the past with *would* (= *used to*) (____).

1. *When I worked for their company, if there was a lot of work, all the staff would stay in the office till eight o'clock.*

2. *If you listened to the lecture carefully, you can answer these questions.*

In **predictive conditionals**, you can use the Past Simple in the *if*-clause (____). You can include *would* with verbs of 'liking' or 'not liking' and *would rather* in the main clause to express a preference (____).

3. *If Mr Porter is in, we'd like to have a talk with him. If it's OK with you, I'd rather wait for him here.*

4. *If you studied for the test you won't have any problems.*

Mixed Unreal Conditionals

In **hypothetical conditionals**, you can connect an imaginary event to a possible past event (____). In **counterfactual conditionals**, you can connect an imaginary past event to a present event or situation (____).

5. *If we were rich, we would have offered to help those jobless and homeless people.*

6. *If I hadn't backed you up, you wouldn't be still working here.*

2. Combine the sentences to form one mixed conditional sentence.

1. Petroleum reserves became scarcer. This encourages companies to develop renewable energies. 2. You aren't sensible. You shouldn't have spoken to your boss like that! 3. I didn't pay my electricity bill last month. I'm sitting in the dark now. 4. You don't respect your colleagues. You forgot to warn them. 5. She didn't study hard. She won't pass her exams. 6. She isn't well-qualified. She didn't get the job. 7. We didn't go to that restaurant. We don't like fast food. 8. I don't know their telephone number. I didn't inform them about the meeting. 9. You didn't wake me up. Now I'm late for my appointment. 10. They missed their flight. They won't arrive until tomorrow. 11. He wasn't on the course. He doesn't know how to operate the new equipment. 12. I don't have a degree. I couldn't apply for the job. 13. He isn't at the conference. He wasn't told about

it. 14. They didn't take a map with them. They are lost now. 15. She forgot to go to the bank. Now she can't go shopping. 16. We didn't recognize the problems earlier. Now customer complaints have impacted on sales.

3. Write a second sentence (Type 0, 1, 2, 3, or mixed conditional) so that it has a similar meaning to the first.

Model: We haven't got permission, so we can't enter this part of the building. – *If we had permission, we could enter this part of the building.*

1. Launch an advertising campaign and your sales will rise. 2. You may want a consultation, so just give me a ring. 3. Nigel hasn't got satellite TV, so he can't watch this show. 4. They didn't tell me they were coming, so I couldn't see them. 5. She's not rich or she'd have given up working long ago. 6. Order today and we'll give you a 5 per cent discount. 7. People overloaded the water environment, so now there is water pollution. 8. Water contains toxic chemicals or harmful microorganisms, so plants and animals cannot survive. 9. There is greenhouse effect, that's why the Earth's average surface temperature is 15°C. 10. You have waste, so that means you are using resources inefficiently.

GRAMMAR GUIDE 6: other ways of expressing condition

1. **Unless** meaning 'if ... not' can be used in the first conditional clause.

Unless we send the documents now, they won't receive them in time.

Note: *Unless* has a similar meaning to *if ... not*, in the sense of 'except if'.

Unless is not used when the meaning is more like 'because ... not'. Compare:

So we'll meet this evening at 7.00, unless my train is late. (= except if my train is late.) – My boss will be angry if I'm not at work by 8.00. (= because I'm not at work by 8.00.)

2. As **long as/so long as, provided (that)/providing (that), on condition (that)** make the condition stronger.

I'll lend you my netbook as long as you are careful with it.

The country would be given aid on condition that it signed a trade agreement.

3. Note the expressions **if ... not for** and **but for ...**:

Teaching interferes with my research. I'd give up it if it wasn't for prospective promotion. (Type 2)

If it hadn't been for him/But for him, we'd have won the grant. (Type 3)

Here are some more examples:

Sample Sentences

- | | |
|--|--|
| 1. We'll meet tomorrow providing no one has an objection. | 1. Зустрінемося завтра, за умови, що ніхто не заперечує. |
| 2. Even the best management teams won't be successful unless they are given the resources. | 2. Навіть найкращі команди менеджерів не матимуть успіху, якщо їм не надати ресурсів. |
| 3. Supposing (that) we decide to use the Topsite service, how much would it cost? | 3. Припустимо, що ми вирішимо користуватися послугами Topsite, скільки це коштуватиме? |
| 4. You can say what you like as long as you don't make any criticisms. | 4. Можеш казати, що забажаєш до тих пір, поки не критикуватимеш. |
| 5. I'd never have got a job like that but for your help. | 5. Я б ніколи не отримав такої роботи, якби не твоя допомога. |

PRACTICE 6

1. Choose the correct conjunction from the list below to fill in the gaps in the sentences: *as long as, if, provided (that)/ providing (that), unless*.

1. _____ garbage isn't burned, it doesn't discharge dangerous gases into the air. 2. _____ auto emissions are reduced, 60 per cent of the trees in the country's forests will be killed or damaged within four years. 3. _____ we use recycle technology the quantity of waste will be less. 4. _____ plants reduced smoke emission in the atmosphere sulphur dioxide emissions would fall. 5. _____ people plant trees the air in the cities won't be clean. 6. We will sign the contract _____ you guarantee prices for the next eighteen months. 7. _____ we use an expert we'll have technical problems. 8. We will sign the contract tomorrow _____ something goes wrong. 9. The banks will support us _____ the

company is profitable. 10. I'll phone you later _____ you have any problems with the programme.

Grammar Guide 7: inversion in conditional clauses

The following types of clause are rather formal.

1. You can use **should** in an if-clause to talk about something that might possibly happen. The verb *happen* can also be used.

(Type 1)

If the manager should be back earlier, don't tell him anything.

If I should learn anything, I'll call you immediately.

If you (should) happen to fall ill, the company will pay your hospital expenses.

(Type 2)

If I should be chosen as your co-worker, I'd do my best for you.

2. There is a past subjunctive form **were**, which is sometimes used instead of **was** in the first and third person singular.

(Type 2)

It's a good offer. If I were you, I'd rather accept it.

3. In a condition with **should**, **were** and **had** you can invert the subject and verb and leave out *if*.

(Type 2)

Should we not succeed, the consequences would be disastrous.

Were the decision to go against us, we would appeal.

(Type 3)

Had they taken the consultant's advice, there wouldn't have been an accident.

Study these examples:

Sample Sentences

- | | |
|---|--|
| 1. Had chemicals penetrated into streams, rivers and lakes they could have been very dangerous. | 1. Якби хімікати потрапили у струмки, річки та озера, вони могли бути дуже небезпечними. |
|---|--|

- | | |
|---|--|
| 2. Had it not been for his help, we would not have survived. | 2. Якби не його допомога, ми не вижили б. |
| 3. Should you need any further information, please contact our helpline. | 3. Якщо Вам знадобиться подальша інформація, будь ласка, звертайтеся на нашу лінію допомоги. |
| 4. Were it not for Patrick, we'd be in a terrible mess. | 4. Якби не Патрік, в нас були б неприємності. |
| 5. Had we not cut costs in production, we would not have survived the last economic crisis. | 5. Якби ми не скоротили витрати на виробництво, ми не пережили б останню економічну кризу. |

PRACTICE 7

1. Invert the following sentences as in the model.

Model: If people were not so concerned about the environment nowadays, businesses wouldn't develop environmental policies. – *Were people not so concerned about the environment nowadays, businesses wouldn't develop environmental policies.*

1. If biodegradable materials were not still so expensive, we would use them more often in our manufacturing process. 2. The atmosphere wouldn't become warmer if there was less carbon dioxide. 3. If anything should arise employ a qualified solicitor. 4. If we had the necessary information, we would be able to make a decision. 5. I'll let you know if there should be some unavoidable delay. 6. If governments and people living in the rainforest were given a viable economic reason not to destroy the rainforest, it could and would be saved.

KEY VOCABULARY

1. Make up a glossary entry for each of these words following the example: *environment (n), damage (v), contain (v), disturb (v), destroy (v), recycle (v)*. Give a sentence or two illustrating the meaning of the words in the entry.

Example:

ecology, *n* - the study of the relationships between living organisms and their environment;

This is a big step toward a healthier ecology in the lake.

ecologist, *n* - a scientist who studies ecology;

In January, Lindsey Rustad, a research ecologist with the Forest Service in New Hampshire, stayed at the field station for two nights.

ecological, *adj* – connected with the way plants, animals, and people are related to each other and to their environment;

Extra funding must be found for environmental and ecological risk assessment.

ecologically, *adv* - with respect to ecology;

That's what I mean by calling our work ecologically regenerative.

2. What is the difference between these words? Give examples.

Effect – affect; assess – access; release – realize; organism – organic; polluting – polluted.

3. Give words which have similar meanings to these words providing examples illustrating their use: *reduce, toxic, threaten, discharge, hazardous.*

Model: Garbage – *syn.* waste, refuse, litter.

The emphasis now is on recycling household waste. / People who drop litter can be fined in some cities.

4. Match the words from the two columns to make the word-combinations. Coin your own sentences with them.

fossil	layer
fresh	fuel
ozone	warming
exhaust	dioxide
global	gases
carbon	hole
CFCs	water
	production

5. Choose the correct alternative.

1. The main measures – shutting down *polluting* / *polluted* industries and imposing stronger regulations on industrial pollutions – were relaxed after the target time frame. 2. The exhibition also surveys Frazier's aerial photographs of the *polluting* / *polluted* Monongahela River Valley, once home to Andrew Carnegie's first steel mill. 3. A new multi-million pound *recycling* / *recycled* plant is opening near Chertsey – taking waste food from homes and businesses - and using it to generate renewable electricity. 4. Local water officials stress conservation, and they note that the iconic dancing fountains in front of the Bellagio resort use *recycling* / *recycled* water. 5. Healthy ecosystems provide a wealth of essential services to humans from *purifying* / *purified* water to supplying food. 6. Part of the *purifying* / *purified* water would be used for thermal power generation, and the rest would be delivered to nearby factories. 7. Utility crews worked through the night to replace the *damaging* / *damaged* lines and burned poles. 8. The weather service says strong storms with *damaging* / *damaged* winds and large hail are possible in central Alabama in an area that includes metro Birmingham.

6. Fill in the gaps using suitable word combinations: *air pollution, environmental considerations, nuclear power, ozone hole, ozone layer, power sources, solar energy.*

1. Opposition to _____ has been a very different story. 2. Safety and _____ have kept construction costs high. 3. As a result, nuclear power hasn't been able effectively to compete with other _____ in the United States. 4. Houses have already been built which are heated entirely by _____. 5. By some estimates, _____ may be responsible for 3.2 million deaths each year, most from cardiovascular causes. 6. Signed in the late 1980s, the protocol saved the _____ by ending the use of chlorofluorocarbons in refrigerants, household goods, and industrial products. 7. Then in 1985, a group of British scientists published a paper describing an _____ over the Antarctic.

7. Read the text. Fill in the gaps with the proper words from the list below.

plant	rubbish	emissions	halve	heat	generates	energy
--------------	----------------	------------------	--------------	-------------	------------------	---------------

How do you turn rubbish into energy?

Oslo is one of the greenest cities in the world, with plans to ____ its carbon ____ by 2020.

Key to achieving this is the country's biggest ____ recovery facility, the Klemetsrud plant, which ____ energy by burning ____.

At full capacity, the ____ will provide all the heat and electricity for Oslo's schools and ____ for 56,000 homes.

SPEAKING

1. Work in pairs. Look at the alternatives below. Describe the result of taking each action. Use Type 1 Conditional.

Model: Buy a book online or in the bookshop – *If I buy a book online, I'll save time and money.* – *If I buy a book in the bookshop, I'll have the opportunity to look through it.*

1. Use electricity or gas? 2. Open the window or switch on air conditioning? 3. Eat fast food or organic food? 4. Go to the office by car or by bicycle? 5. Recycle the wastes or dump them into a landfill? 6. Use windmills or nuclear power plants? 7. Take a bath or a shower?

2. Work in pairs. Find out what your partner would do in the following situations.

Model: You realize that your credit card is missing. – *If I realized that my credit card was missing, I would call my bank immediately.*

1. You find out that your electricity bill is enormous. 2. You realize that you waste a lot of time in traffic jams. 3. You find out that you have put on weight. 4. You find out that you are allergic to some food. 5. You realize that you fail to meet the deadline for your project. 6. You find out that your car uses too much petrol. 7. You find out that there is a stray dog near your house.

3. Discuss the following.

1. Do you think that business education and training must also promote environmental awareness.
2. Do you consider zoos as alternatives to a natural environment? Discuss some of the arguments for and against keeping animals in zoological gardens.

UNIT 5

LANGUAGE FOCUS: Wish-Clauses

GRAMMAR GUIDE 1: expressing wishes in present and future time context.

The verb **wish** can be used in a **that-clause** (*that* is dropped in an informal style) to express regret that things are not different and describe situations that are unreal, impossible or unlikely. Tenses are similar to those used in *if-clauses*.

Note: **If only** ... means the same as *I wish* ... but is more emphatic.

I wish/If only I knew more about their plans.

He wished/If only she hadn't told the manager, everything would have been all right.

We wish/If only he would stop hurrying us up, we could find a better solution.

Present/Future Time Context

The **Past Simple** and **Past Continuous** are used when you want to say you would like something to be different in the present or future.

I wish tomorrow was a less hectic day. (= It would be nice if tomorrow was a less hectic day.)

All the staff wish you weren't leaving so soon. (= It would be nice if you weren't leaving so soon.)

Were can be used instead of **was** in this structure, especially in a formal style.

We all wished that we were more sharp-witted and resourceful.

Sample Sentences

- | | |
|---|--|
| 1. I wish I looked down on our planet from the plane. | 1. Мені хотілося б подивитись на нашу планету з літака. |
| 2. I wish I had a lab of my own. | 2. Мені хотілося б мати власну лабораторію. |
| 3. I wish you had a serious talk with your chief. | 3. Мені хотілося б, щоб ти серйозно поговорив з своїм начальником. |
| 4. We all wish we knew answers to these questions. | 4. Нам би всі хотілося знати відповіді на ці запитання. |
| 5. I wish I could protect animals. | 5. Як би мені хотілося захищати тварин. |

PRACTICE 1

1. Your colleague Daisy Grey is fed up with everything. Write what she is saying using the prompts.

- She is so tired. – *I wish I wasn't/weren't so tired.*

1. Life is so complicated. 2. Her work isn't going well. 3. She gets bad headaches. 4. She can't think straight. 5. She can't concentrate. 6. People are so boring. 7. The weather is hot. 8. She often works overtime. 9. She doesn't have any reliable friends. 10. She never has enough free time.

GRAMMAR GUIDE 2: expressing wishes in past time context.

Past Time Context

The **Past Perfect** and **Past Perfect Continuous** are used to express regret that something happened or didn't happen in the past.

I wish you hadn't said that. (= It would be nice if you hadn't said that.)

He wishes he had been working with us a bit longer.

They wished they had followed my advice.

Look at some more examples:

Sample Sentences

- | | |
|--|--|
| 1. I wish I had studied science instead of economics. | 1. Шкода, що я не вивчав техніку замість економіки. |
| 2. He wishes he had never bought that device. It has been nothing but trouble. | 2. Йому шкода, що він купив той прилад. Від нього самі неприємності. |
| 3. I wish people hadn't acted like that. | 3. Шкода, що люди так вчиняли. |
| 4. We all wish they hadn't cut that park. | 4. Нам всім шкода, що вони вирубили той парк. |
| 5. I wish energy consumption hadn't caused global warming. | 5. Шкода, що споживання енергії спричинило глобальне потепління. |

PRACTICE 2

1. Complete the sentences using the prompts in brackets.

Model: People have cut many forests. I wish _____ (save). – *I wish they had saved them.*

1. I spent all my money. I wish now that _____ (save). 2. She didn't know about the conference. She wishes _____ (tell). 3. The atmosphere in our cities has become very polluted. I wish _____ (be clean). 4. Kate refused the offer. But her parents wish _____ (accept). 5. My electricity bill is enormous. I wish _____ (turn off the light). 6. The ozone layer has become thinner. I wish people _____ (buy) 'ozone-friendly' products. 7. The food we eat is not organic. I wish farmers _____ (not/use) pesticides. 8. There was a job advertisement in the newspaper, which Alex ignored. Now he wishes _____ (apply for). 9. People cut rainforest. I wish now that _____ (not/destroy). 10. People polluted rivers and lakes. I wish _____ (be clean).

2. Complete the wishes and make mixed conditional sentences, as in the model.

Model: I should have got up earlier. I wish _____ (not be late now) – *I wish I had got up earlier. If I had got up earlier, I wouldn't be late now.*

1. You should have warned us beforehand. We wish _____ (know what to do now) 2. He should have practised English more. He wishes _____ (speak more fluently now) 3. She shouldn't have quarrelled with everybody. She wishes _____ (be able to ask somebody for help now) 4. I shouldn't have followed his advice. (be in such a mess now) 5. They should have waited a bit longer. They wish _____ (know the results now)

GRAMMAR GUIDE 3: *would* in wish-clauses

Expressing a Wish for a Future Change

Sentences with **wish** _____ **would** are used for

1) a polite imperative often combined with regret or annoyance;

I wish you would pay more attention to such things.

I wish the staff wouldn't come late for meetings.

2) to express our desire for a change in a situation or someone's behaviour.

I wish the manager would come soon. (But it looks as if he won't.)

I wish people wouldn't leave litter and smoke in public places.

Note 1: The structure *wish* _____ *would(n't)* can be like an order, a critical request or complaint. Compare the two sentences:

I wish you didn't work on Sundays. (= It's a pity.) – *I wish you wouldn't work on Sundays. (= Why don't you stop?)*

Note 2: If the subject of the sub-clause is the same as in the main clause, use **could** instead of *would*.

I wish I could persuade them to let me change the theme of research.

Study some more examples:

Sample Sentences

1. Greenpeace wishes the government would stop oil exploration in the areas inhabited by marine animals. 1. Грінпіс хотів би, щоб уряд припинив розвідку нафти у місцях, населених морськими тваринами.

2. Citizens wish the dangerous plant 2. Громадянам хотілося б, щоб

would be closed.	небезпечний завод був закритий.
3. She wished she could see their faces when they saw the results.	3. Їй хотілося б побачити їх обличчя, коли вони побачили результати.
4. I wish our children would drink clean water.	4. Як би мені хотілося, щоб наші діти пили чисту воду.
5. I wish they would come to a decision.	5. Хотілося б, щоб вони прийняли рішення.

PRACTICE 3

1. What might you say in these situations?

Model: Someone never answers your emails. – *I wish you'd answer my emails.*

1. Someone makes critical remarks about you. 2. Someone never switches off the light. 3. Someone always leaves the window open when leaving the office. 4. Someone isn't telling you the whole story. 5. Someone won't tell you what he is thinking. 6. Someone is making much noise when you are working. 7. Someone is smoking in your presence. 8. Someone won't keep their working place tidy. 9. Someone never listens to what you say. 10. People don't protect nature. 11. People kill animals.

2. Match the items in Column A with those in Column B to make complaints using *would, could or wouldn't*.

Model: *O-k I wish my staff would get to work on time.*

A	B
0. I wish my staff _____	a) be more polite.
1. I wish my students _____	b) get this job.
2. I wish this moment _____	c) happen.
3. If only people _____	d) get worse.
4. I wish catastrophes _____	e) try harder with their homework.
5. If only I _____	f) always follow the safety regulations.

- | | |
|--------------------------------|-------------------------------|
| 6. I wish campers _____ | g) last forever. |
| 7. I wish our workers _____ | h) light fires in the forest. |
| 8. If only the customers _____ | i) smoke in public places. |
| 9. I wish the situation _____ | j) be so strict . |
| 10. I wish the boss _____ | k) get to work on time. |

KEY VOCABULARY

1. Make up a glossary entry for each of these words following the example: *protect (v)*, *reduce (v)*, *purify (v)*, *heat (v)*, *change (v)*, *preserve (v)*. Give a sentence or two illustrating the meaning of the words in the entry.

Example:

pollute, *v* - to make air, water, soil etc dangerously dirty and not suitable for people to use;

The factory pollutes the air and water.

pollution, *n* - the process of making air, water, soil etc dangerously dirty and not suitable for people to use, or the state of being dangerously dirty;

The chemicals have been identified as a source of pollution.

pollutant, *n* - a substance that makes air, water, soil etc dangerously dirty, and is caused by cars, factories etc;

New regulations will reduce hazardous air pollutants.

polluted, *adj* - dangerously dirty and not suitable for people to use;

The project's aim is to clean up polluted land.

polluting, *adj* – causing pollution;

The plan would allow electricity companies to reduce pollution by shutting down the oldest and most polluting coal plants.

2. What is the difference between these words? Give examples.

Useful – useless; danger – endanger; deforestation – reforestation; smoke – smog; layer – level.

3. Exclude the unnecessary word (in meaning):

a) dangerous, harmful, noisy, noxious, poisonous, toxic; b) darbage, litter, product, refuse, rubbish, trash, waste; c) discharge, emit, exhaust, receive, release; d) damage, destroy, distract, disturb, endanger, threaten, violate; e) defend, preserve, produce, protect, save.

4. Match the words from the two columns to make the word-combinations. Coin your own sentences with them.

recycling	pollution
international	radiation
man-made	agreement
water	wastes
ultraviolet	spray
noxious	technology
aerosol	source
pollution	

5. Say in one word:

1) the way in which plants, animals, and people are related to each other and to their environment, or the scientific study of this; 2) a substance such as coal, gas, or oil that can be burned to produce heat or energy; 3) white, grey or black gas that is produced by something burning; 4) a very large amount of water that covers an area that is usually dry; 5) made by people, rather than by natural processes; 6) to damage something so badly that it no longer exists or cannot be used or repaired; 7) someone who is concerned about protecting the environment.

6. Fill in the blanks with the proper words given in the boxes. Use them in the necessary form. In some cases you can use the same word more than once.

I

destroy	gas
harmful	pollution

_____ are not only _____ to health but to buildings as well. In most metropolitan centres some of the oldest and finest buildings are being _____. On the one hand, the constructions are being shaken by traffic, on the other hand, the bricks are being eaten away by the _____ from cars. It is a slow process but it is going on daily.

II

amount	atmosphere
burn	greenhouse
heat	petrol

During the last 100 years we have produced a huge _____ of carbon dioxide. The carbon dioxide in the _____ works like the glass in a _____. It allows _____ to get in, but it doesn't allow much _____ to get out. So the _____ becomes warmer because less _____ can escape.

Where does the carbon dioxide come from? People and animals breathe in oxygen and breathe out carbon dioxide. Trees take carbon dioxide from the air, and produce oxygen. We produce carbon dioxide when we _____ coal, oil, _____, gas or wood. In the past few years, people have _____ huge areas of rain forest. This means there are fewer trees, and, of course, more carbon dioxide!

SPEAKING

1. What would make your life easier? Work in small groups. Tell the others what you would like to change and why. Use conditionals and *wish-clauses*.

2. Discuss the following.

1. Destruction of the forests – lungs of the earth – amounts to death of the planet. To what extent do you agree or disagree.
2. Give some factors which contribute to air and water pollution. What recommendations would you make to improve the current situation?
3. Can you suggest any ways to overcome increasing noise pollution?

UNIT 6

LANGUAGE FOCUS: Should

GRAMMAR GUIDE 1: uses of *should*, past form of *shall*

The verb *should* has several uses and meanings. Below, the most common ones are given.

Future-in-the-past	We knew that we should be leaving the next day.	Ми знали, що маємо поїхати наступного дня.
Modal meanings	You should read his new book.	Тобі слід прочитати його нову книгу.
Conditional meaning	Should you need any help (=if you need any help), you can always phone me at the office.	Якщо потребуватимеш будь-якої допомоги, ти завжди можеш зателефонувати мені в офіс.
Structures with <i>that</i>	It's strange that you should say that.	Дивно, що ти кажеш таке.
Idiomatic use	Don't ask me. How should I know?	Не питай мене. Звідки я знаю?

Reported Speech (Shall – Should)

When changing direct to reported (indirect) speech, *shall* (only with the 1st person pronouns *I* and *we*, BE) becomes *should*.

“*We shall check all the figures carefully.*” – *We promised we should check all the figures carefully.*

Note: *should* can be used with the 3rd person pronouns when we report asking for instructions.

“*Shall I type these papers?*” – *She asked the manager if she should type those papers.*

PRACTICE 1

1. Report the following sentences using *should* as in the model.

Model: We shall close the plant. – *We promised that we should close the plant.*

Shall I sign this document? – *The manager asked if he should sign that document.*

1. We shall stop burning garbage. – *We said that ____.* 2. Shall I discuss it with my colleagues? – *She wondered if ____.* 3. We shall deal with the problem later. – *We assured that ____.* 4. Shall I switch on air-conditioning? – *He wondered if ____.* 5. We shall carry out more research into the causes of the forest destruction. – *We promised that ____.*

GRAMMAR GUIDE 2: modal meanings of *should*

1. Advisability

You can use *should* + *simple infinitive* (base form of verb) to advise somebody to do or not to do something, or to say that a certain action is sensible.

I suppose you should tell the manager about the problem. / You shouldn't let colleagues leave all the work to you.

To talk about an action in the past that would have been sensible but unfortunately did not happen, use *should* + *perfect infinitive* (have + *V³ed*).

You should have told the boss about the problem.

2. Expectation

Another use of *should* + *infinitive* is to say that we expect something to happen. Any form of infinitive can be used.

Harry should arrive any minute now. He said he'd be here by ten. / They should be sending us the documents today. / The participants should have arrived by now. I'll call and check. / They should have been waiting for the news all day long.

PRACTICE 2

1. Give a piece of advice using *should/shouldn't*.

Model: Protect nature. – *You should protect nature.* / Cut trees. – *You shouldn't cut trees.*

1. Use recycling technology. 2. Drop litter in the parks and gardens. 3. Plant trees and flowers. 4. Destroy rainforest. 5. Move factories out of the city. 6. Reduce smoke emission. 7. Pollute water resources. 8. Use renewable sources of energy. 9. Produce CFCs. 10. Pass laws protecting nature.

2. Criticise or comment on past actions using *should/shouldn't have V³ed*.

Model: Turn off the lights. – *You should have turned off the lights.* / Use pesticides. – *You shouldn't have used pesticides.*

1. Complete the work last week. 2. Reduce domestic waste. 3. Resign without having another job to go to. 4. Submit the report a lot earlier. 5. Burn the garbage. 6. Use these harmful chemicals. 7. Modernize the plant. 8. Apply for the job. 9. Smoke in the café. 10. Follow his advice.

3. Answer *yes, no* or *not sure* to each of the questions below.

1. You should have chosen her for the team. – *Was she chosen for the team?*

2. He shouldn't have made these changes to the project. – *Did he make these changes to the project?*

3. Sylvia should have arrived by now. – *Has Sylvia arrived yet?*

4. You should have told me the meeting was cancelled. – *Was I informed about the cancellation?*

5. Factories should have put filters on chimneys to reduce air pollution. – *Were filters put on chimneys?*

GRAMMAR GUIDE 3: conditional meaning

You can use *should* in if-clauses if you think something is possible to happen. In very formal, written style, you can begin the conditional clause with *should* instead of *if*.

If you should see the laboratory assistant, please tell her to call me.

If I should ever go back there, I will not make the same mistake again.

Should you have any problems installing the program, please call our helpline.

With similar meaning, you can also use *should* after *in case* in formal British English.

I've brought my laptop in case we should need to check any old files.

PRACTICE 3

1. Match the beginnings (1-5) with the endings (a-e). In some sentences more than one answer is possible.

1. Should you require any information	a) we'll never be able to access that file again.
2. Should you lose that password	b) do not hesitate to contact me.
3. Should you have any questions	c) you can withdraw your money at any time.
4. Should you want to do so	d) please feel free to interrupt me.
5. Should you need any further assistance	e) please contact our helpline.

GRAMMAR GUIDE 4: Structures with *that*

In formal English, some structures are typically followed by a subjunctive (base form of verb). Instead of the subjunctive, British English speakers often use *should*.

Should can be used in structures with:

a) certain verbs (and corresponding nouns) involving requests and desires: **accept, agree, arrange, ask, beg, demand, ensure, insist, order, propose, recommend, suggest, request.**

*My boss suggested that I **be rewarded** with some extra days off.*
(subjunctive) – *My boss suggested that I **should be rewarded** with some extra days off.*

What do you think of Jana's suggestion that I should buy a new computer?

b) certain adjectives expressing necessity and advisability: **crucial, essential, best, imperative, important, necessary, vital.**

It is best that we should be informed beforehand.

c) certain adjectives expressing surprise or disbelief: **amazed, amazing, anxious, astonished, astonishing, disgusted, odd, strange, sorry, surprised, surprising.**

It was surprising that they should have reacted like that to our proposition.

PRACTICE 4

1. Put the words in brackets into the correct form as in the model.

Model: Ecological economists argue that (this system/be/energy-efficient). – *Ecological economists argue that this system should be energy-efficient.*

1. Innovators proposed that (a new recycling technology/be used/at this plant). 2. Greenpeace demands that (waste from the ships/not/be put/into the ocean). 3. Environmentalists recommend that (people/broaden/ecological education). 4. Many people demand that (sea water pollution/be stopped). 5. Ecologists insist that (people/use/resources/efficiently). 6. Scientists warn that (the consequences of the global oil supply/not be underestimated). 7. People insist that (the government/pass the law/to stop land pollution).

1. Complete the following sentences as in the model.

Model: It is important that _____. – *It is important that all people should protect nature.*

1. It is necessary that _____. 2. It is desirable that _____. 3. It is suggested that _____. 4. It was extremely important that _____. 5. It is recommended that _____. 6. It was proposed that _____. 7. It is advised that _____.

Grammar Guide 5: Idiomatic use

What should I see but sth/who should appear but sb etc: used to show that you were surprised when you saw a particular thing, when a particular person appeared etc.

What should I find under the desk but the papers we had been looking for!

You should have seen/heard sth: used to emphasize how funny, strange, beautiful etc something was that you saw or heard.

You should have heard her ridiculous explanation of what had happened.

How/why should _____? : used to express surprise that something has happened or that someone has asked you a particular question.

Why ask me? How should I know where you put your things?

I should think/imagine/hope: a) to say that you think or hope something is true, when you are not certain; b) used to emphasize that you are not surprised by what someone has told you because you have moral reasons to expect that.

“He did apologize.”– “I should hope so, after the way he behaved at the meeting.”

PRACTICE 5

1. Make up mini-dialogues where one of the partners uses idiomatic expressions given in Grammar Guide 5.

2. Which sentence using *should*:

a) indicates the future in the past;

b) expresses the best course of action in someone’s opinion;

- c) says that something is sensible or morally correct;
- d) says that something is expected to happen in the normal course of events;
- e) says that something is possible (though unlikely) to happen;
- f) expresses a request or desire;
- g) expresses surprise or disbelief ?

1. We should leave now if we want to get there on time. 2. Your delivery is on its way. It should arrive just after lunch. 3. Ecological economists insist that production systems should be restructured. 4. It's strange that he should be late. He's usually on time. 5. I promised we should come a bit earlier to help with the preparations. 6. If Tom should phone while I'm out, tell him I'll phone him later. 7. Multinational companies should pay local producers a fair price for their products.

3. Study the following sentences and state the functions of *should*. Consult the self-study section if you need. Translate the sentences into your native language.

I

1. You should respond to messages within a particular time. 2. I've bought three packages – that should be enough. 3. If you should decide to accept, please phone us. 4. The very first thing I should do would be to teach you how to use the equipment. 5. "We'll be ready at 8.00." – I told her that we should be ready at 8.00. 6. It was natural that they should want him to go to a good university. 7. She's away but she should be back tomorrow. 8. If I had the authority, I should give you an answer. 9. This device is worth a lot of money, I should say. 10. "Shall we come today?" – They asked me if they should come today. 11. Should employees feel loyal to the organisation that they work for, or should they feel free to change jobs as often as they like? 12. International managers communicating in Germany should be direct.

II

1. She wrote down their phone number in case she should need expert advice. 2. Ten o'clock: she should have arrived in the office by now. 3. Tomorrow will be a difficult day. I should get to bed early if I were you. 4. It's

important that somebody should talk to the chief engineer. 5. I'm still sleepy. I should have gone to bed earlier. 6. I explained twice so that there should be no misunderstanding. 7. Applications should be sent before December 30th. 8. Speaking about atmosphere we should mention ozone holes which are result of air pollution and their increase can lead to the destruction of the whole great chain of life of our planet. 9. I recommended that they should reduce their expenditure. 10. Environmentalists argue that we should address the problem of solid waste by doing what many of our grandparents did: use less and turn 'waste' into a resource. 11. It is advised that people should buy 'green' products which reduce waste or protect the environment, even if they are more expensive. 12. International managers should use humour with care.

4. Complete the sentences with one of the following structures:

should(n't) + V/be Ved

should(n't) + be Ving

should (n't) + have Ved/have been Ved

should(n't) + have been Ving

1. I'm tired. I (not/work) so late. 2. Marry (pass) her exam; she's been studying very hard. 3. They (interview) the candidates for three hours. 4. Why are you sitting here doing nothing? You (write) your report now. 5. I wonder why they're late. They (be) here an hour ago. 6. We don't see you enough. You (come) and see us more often. 7. The window (not/leave) open when there was nobody in the office. 8. I'm in a difficult position. What do you think I (do)? 9. It's a difficult situation. What do you think (do)? 10. I posted the letter five days ago, so it (arrive) by now. 11. You (not/ talk) to your colleague now. You (conduct a test). 12. We are sorry that we didn't take your advice. Everything (do) the way you said. 13. She (not/listen) to our conversation. It was private. 14. The form (fill) in ink. 15. You missed an interesting lecture last Tuesday. You (come). Why didn't you?

5. Write a sentence that means the same as the first one.

Model: "I think it would be a good idea to invite a consultant," Jane said to us. – *Jane recommended that we should invite a consultant.*

1. "You really must change your attitude to people," the psychologist said to me. – The psychologist insisted that I _____. 2. "Why don't you visit the exhibition?" I said to them. – I recommended that they _____. 3. "You must apologise," the manager said to Ken. – The manager demanded that Ken _____. 4. "We'd better postpone the meeting," the secretary said. – The secretary proposed that the meeting _____. 5. "Why don't we alter the scheme?" Carol said. – Carol suggested that the scheme _____. 6. "Why don't you accept their offer?" he asked. – He advised that I _____.

6. Complete the sentences using *should* + one of these verbs: *work, listen, think, ask, say* (2), *be* (3), *happen, leave, refuse, change*.

1. It's shocking that something like this _____. 2. It's very important that everybody _____ very carefully. 3. It's astonishing that the place _____ so much in so little time. 4. It's strange that she _____ late. She's always on time. 5. It's odd that she _____ that to you. 6. I was surprised that he _____ me for advice. What advice could I give him? 7. Isn't it typical of Tom that he _____ without saying goodbye to anybody? 8. Do you think it's normal that the child _____ so hard? 9. It's funny that you _____ that. I was going to say the same thing. 10. It was surprising that they should _____ to join us. 11. I'm sorry you _____ I did it on purpose. 12. Ethics rules _____ clear and they _____ regularly tested.

KEY VOCABULARY

1. Make up a glossary entry for each of these words following the example: *endanger* (v), *exhaust* (v), *nature* (n), *contaminate* (v), *conserve* (v), *catastrophe* (n), *warm* (v). Give a sentence or two illustrating the meaning of the words in the entry.

Example:

disaster, n - a sudden event such as a flood, storm, or accident which causes great damage or suffering.

The oil spill was a disaster for Alaskan sea animals.

disastrous, adj - very bad, or ending in failure.

Climate change could have disastrous effects on Earth.

2. Find the word with generalizing meaning in each line:

Greenhouse gases, methane, gas, ozone, oxygen;

Coal, fossil fuel, gas, peat, oil;

Disaster, drought, famine, flood, hurricane;

Animals, nature, plants, rainforest, water;

Carbon dioxide, CFCs, pesticides, pollutant, sulphur dioxide.

3. Say in one word:

1) the mixture of gases that surrounds the Earth; 2) the typical weather conditions in a particular area; 3) a colorless gas that is a screen for ultraviolet radiation; 4) the gradual warming of the air surrounding the Earth as a result of heat being trapped by pollution; 5) energy in the form of heat or light that is sent out as waves that you cannot see; 6) liquid which is forced out of a special container in a stream of very small drops; 7) unwanted materials or substances that are left after you have used something.

4. Choose the proper word and put it into the gap: *pollute, pollutants, pollution, polluted, polluting*.

1. Some states will be allowed to emit more _____ and others less, leading to an overall, nationwide reduction of 30 percent. 2. The local government has already shut more than 4,000 small _____ enterprises since last year, and others have been ordered to 'restructure'. 3. In much of China's countryside, water and soil are as badly _____ as the air in its cities. 4. Environmentalists say the chemicals used in the process can _____ underground water supplies and cause other damage. 5. The protests were due to the extreme environmental _____ by oil companies that had devastated farmlands, rivers, whole villages and towns.

5. Make up connected sentences using the following words and expressions.

1. For a long time// was// than// had been// last// the//winter// hole// smaller// it//ozone.

2. Since// but// also// have suffered// they//1997// the// to take into account// fact// ecosystems// had// that// many.

3. Environment// better// is// than// for// a carbon dioxide-emitting car// cycling// the.

4. Rules// does not have// Vermont// the// any// fossil fuel plants// because// is not affected// by// it.

5. By// Wisconsin// its// than// has cut// more// 10 percent// than// in// less// carbon dioxide emissions// a decade.

6. Is made// such as// or// biodiesel// from// vegetable oil// renewable resources// treated industrial waste// plant biomass.

7. Gathered// his device// into// Jacob Isaacs// the men// to turn// to watch// seawater// demonstrate// fresh water.

SPEAKING

1. You are going to attend a press conference devoted to environmental issues of your country.

(A) Act as a correspondent and prepare questions to be asked at the press conference.

(B) Act as a speaker and prepare a brief report on one of the urgent ecological problems (3-5 minutes).

2. Discuss the following.

1. Noise pollution is most certainly increasing at an alarming rate in many industrialised countries. In what ways can this pollution be overcome?

2. In recent years, life has become more stressful than it has ever been. As a consequence, more and more people are suffering from stress-related problems. What factors are contributing to this increase and what do you think can be done to overcome the current problems?

LANGUAGE REVIEW: Would

Grammar Guide 1: uses of *would*, past form of *will*

The verb *would* has several uses and meanings. Below, the most common ones are given.

Future-in-the-past	She said she wouldn't be coming to the library any more.	Вона сказала, що більше не буде приходити до бібліотеки.
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Modal meanings: a) prediction and assumption; b) willingness; c) preferences	I would hate to miss the conference.	Мені не хотілося б пропускати конференцію.
	I would say that your conclusion is not quite right I'd rather not talk about it?	Я би сказав, що Ваш висновок не зовсім правильний. Я би вважав за краще не говорити про це.
	I would be amazed if I got the job.	Я був би здивований, якби отримав цю роботу.
Past Habits	When we worked in the same office, we would often have coffee together.	Коли ми працювали в одному офісі, ми часто пили каву разом.

Reported Speech (Will – Would)

When changing direct to reported (indirect) speech after past reporting verbs, *will* (for all persons) becomes *would*.

“I will try to persuade him not to do it.” – I promised that I would try to persuade him not to do it.

PRACTICE 1

1. Report the following sentences using *would* as in the model.

Model: Ecologists said, “CFCs will destroy the ozone layer.” – *Ecologists said that CFCs would destroy the ozone layer.*

1. Some scientists said, “The greenhouse effect will make the world hotter.” 2. Plant representatives promised, “Filters will be installed on chimneys.” 3. Scientists thought, “There will be more storms because of greenhouse effect.” 4. Doctors insisted, “Too much ultraviolet radiation will cause skin cancer.” 5. Many scientists predicted, “Sea levels will rise another 30 cm before 2030.” 6. Dr. Stephenson countered, “Ecosystems may be more complex than we can understand, but that doesn’t mean that we don’t have any

understanding.” 7. Scientists responded, “It had been contaminated with toxic chemicals over a century ago.”

GRAMMAR GUIDE 2: modal meanings

Prediction and Assumption

Would + simple infinitive is used for describing a hypothetical situation.

Even an illiterate person would understand that.

Would + perfect infinitive is used for a prediction about an imaginary past event or situation.

Life in the Middle Ages was harsh and cruel. You would have hated it.

Would is also used after *you* for polite assumptions.

You would agree that this can't be always true.

Willingness

Would can also be used for expressing willingness in the future or in the main clauses of conditional sentences.

Most people would pay more for living in a better environment.

I would stay longer if they allowed me to watch the experiment.

Wouldn't is used to say that a person refused to do something or to talk about a thing that failed to perform its functions.

She had a lot of ideas, but she wouldn't share any of them with us.

The device wouldn't start working.

Preferences

You can use **would** with words expressing preferences: **like, love, prefer, hate, mind, rather, sooner**. In this sense, **would** is commonly found in polite requests and offers as a softer form of **will**.

Would you like to look through some more journals?

I would prefer not to discuss this question.

She'd rather be left alone when she is working.

I'd sooner die than share any ideas with her.

I wouldn't mind being a manager of the project.

If you would come this way, please. (= Would you come this way?)

If you want to say that someone wanted something to happen, although it didn't happen, use *would* + *perfect infinitive*.

I would have liked to learn more about these technologies.

You can use *would* in *wish*-clauses when you are talking about preferred actions (but not states).

Don't you wish they would invent a cheaper way to recycle things?

PRACTICE 2

1. Make up sentences using *would* with words expressing preferences: *like, love, prefer, hate, mind, rather, sooner* and prompt-words in brackets.

Model: Shall we take a bus? – I (go on foot). – *I'd prefer to go on foot.*

1. Shall we have a hamburger? – I (have some organic food). 2. We are going to discuss this problem tomorrow. You (join us)? 3. Shall we switch on air conditioning? – I (open the window). 4. Shall we decide now? – I (think about it for a while). 5. We are going to clean up our office. You (help us)? 6. Shall we contact our partners? – I (wait for a few days). 7. I'm going to share this information with our colleagues. – I (keep it to myself).

GRAMMAR GUIDE 3: conditional meaning

Would (for all persons) is often used as an auxiliary with full verbs to refer to uncertain or unreal situations (in the main clause of second and third conditionals).

I would tell you about the new developments if I knew myself.

It would have been nice if he had offered you to develop a new scheme.

PRACTICE 3

1. Answer the following questions.

1. What would you do if you saw people dropping litter in the street? 2. What would you do if you saw people killing animals? 3. Would you help if people planted trees and flowers in the park? 4. What would you do to reduce

domestic waste? 5. If you were a President what would you do to protect environment? 6. Would you stop people cutting the trees in the park? 7. If you had a picnic in the wood would you leave litter there?

GRAMMAR GUIDE 4: past habits

You can use **would** as the past of **will** to describe typical behaviour or habitual actions in the past.

He would sit for hours in front of the computer.

Note: Say *used to* (not *would*) for past states.

I used to have a good reference book on this subject.

Sentences with stressed *would* can be used to criticize people's behaviour or a single past action – the meaning is 'that's typical of you'.

He was a nice person, but he WOULD talk about his work all the time.

You WOULD tell Marry about the project – I didn't want her to take part in it.

PRACTICE 4

1. Which sentence using *would*:

- a) indicates the future in the past;
- b) describes a habitual activity in the past;
- c) is a polite request;
- d) expresses refusal;
- e) expresses prediction;
- f) indicates a preferred action?

1. Would you send this brochure to our colleagues? 2. I wish you wouldn't keep interrupting me. 3. He would look better without that awful beard. 4. In the past, they would work from dawn to dusk. 5. We asked Michael for help but he wouldn't cooperate. 6. We decided we would submit our revised proposals as soon as possible.

2. Study the following sentences and state the functions of *would*. Consult the self-study section if you need. Translate the sentences into your native language.

I

1. Wouldn't you like to come with me? 2. They said that they would help us. 3. Penelope, I would like you to get us the files. 4. I would have said no, but they talked me into staying at their place. 5. I'd say she's about forty. 6. Don't you wish they would invent a cheaper way to recycle things? 7. I'd sooner die than share a room with her. 8. She'd be stupid not to accept such an offer. 9. I'm fed up with this rain. I wish the sun would come out. 10. She didn't think that he would do a thing like that. 11. Without "greenhouse gases" the Earth would be 33°C cooler than it is now. 12. When he was young, he would often walk in these woods. 13. Denial would have been useless. 14. If only he would listen to me.

II

1. She just wouldn't do what I asked her. 2. I'm at a loss. I wouldn't mind getting a piece of advice. 3. You WOULD say that. You always support him. 4. Most people would pay more for better health care. 5. I would have done more if I'd had the time. 6. Would you like some tea or coffee? 7. But it would be irresponsible not to question their estimates when the official figures are so notoriously unreliable. 8. The consequences of overestimating the global oil supply would be devastating. 9. In the best-case scenario, industry would recover by turning to less efficient and more polluting fuels, accelerating the already noticeable effects of global warming. 10. A manager would view his business in terms of relationships rather than products. 11. Some 40 per cent of those surveyed said they would reduce their ethical investments if they were underperforming ordinary investments by 5 per cent. 12. Would you buy shares in a company that had bad news in its report? 13. They knew that succeeding in Germany would be difficult. 14. Having more buses would improve public transport in cities and there would be fewer cars in the streets.

3. Complete the sentences choosing between either *should* or *would*. In which sentences both verbs are possible?

I

1. Many years ago people _____ use traditional cures and remedies.
2. I really think you _____ reconsider your decision.
3. _____ you help me carry these boxes upstairs?
4. As long as we keep up the hard work, we _____ be on schedule for the end of the month.
5. We _____ organize a meeting with our overseas partners, but it is difficult to find a suitable date.
6. Yes, please, I _____ like to have a copy.
7. I _____ try to get there early if you can.
8. _____ you like to discuss it today or _____ you prefer to do it tomorrow?
9. I _____ have phoned you, but there wasn't time.
10. She said she _____ not take part in our surveys any more.
11. In 1985 I arrived in the town where I _____ spend ten years of my life.
12. What _____ have happened if I hadn't been here?
13. I _____ rather stay in this evening, if that's all right with you.
14. _____ you mind if companies of which you are a customer knew more about you so that they could offer you better service?

II

1. He _____ listen to his fellow students' reports, but he didn't like reporting in front of the class himself.
2. I _____ be very surprised if he didn't agree with me.
3. It is essential that each participant should be given clear instructions.
4. The forecast said the next day _____ be fine.
5. _____ you mind waiting outside?
6. It was 4.15. The working day _____ end soon.
7. Why _____ n't I do it if I want to?
8. What do you mean there are only ten tickets? There _____ be twelve.
9. I asked him very politely but he _____ n't tell me.
10. I wish she _____ n't take things so seriously.
11. Don't ask me. Why _____ I know?
12. I _____ n't think they've managed to do more than we did.
13. I'm sorry I'm late. The car _____ n't start again this morning.
14. "The manageress doesn't like to hear us swearing in her presence." – "I _____ think not."

VOCABULARY REVISION

1. Match the words on the left to their meanings.

- | | |
|--------------|---|
| 1) ecosystem | a) the top layer of the earth in which plants grow |
| 2) soil | b) the natural home of a plant or animal |
| 3) acid rain | c) dirty air that looks like a mixture of smoke and fog, caused by smoke from cars and factories in cities |
| 4) habitat | d) all the animals and plants in a particular area, and the way in which they are related to each other and to their environment |
| 5) smog | e) rain that contains harmful acid which can damage the environment and is caused by chemicals in the air, for example from cars or factories |

2. Substitute the underlined word with its synonym.

1. The government has promised to tackle the problem of rubbish on the streets and has even announced a special task force to tackle it. 2. Residents of Iowa City, Johnson County, Kalona and Riverside may dispose of one box of household hazardous waste per household. 3. Conventional nuclear technology faces greater scrutiny over costs and concern about accidents such as the 2011 disaster in Fukushima, Japan. 4. Sewage is discharged directly into the sea. 5. Other insurers, meanwhile, have broken ties to the Heartland Institute that denies man-made climate change, arguing instead that temperature fluctuations are a cyclical phenomenon. 6. We must encourage the planting of new trees and preserve our existing woodlands.

3. Choose the proper word or word combination and put it into the gap: *acid rain, climate change, flooding, floods, radioactive waste, rainforest, recyclable, smog.*

1. It may help scientists develop new storage containers for _____ and to separate radioactive fuel, which means it could be recycled. 2. The association also points out that glass, unlike steel and aluminium, is fully _____. 3. Air pollution has been enveloping Chinese cities in _____, periodically closing schools and businesses, and drastically reducing visibility. 4. Many global

climate models are predicting that parts of the Amazon _____ might die as droughts intensify in the future. 5. As well as the impacts on health, the natural environment also suffers through excess nitrogen pollution and _____. 6. Spring rains often bring severe _____ in northern Afghanistan, but this year's _____ were particularly severe, officials said. 7. Since then, economist Nicholas Stern has said he underestimated the costs because _____ is happening faster than was assumed.

4. Match the words from the two columns to make the word-combinations. Coin your own sentences with them.

acid	resources
environmental	effect
water	protection
harmful	gases
sea	rain
greenhouse	level
pollution	problems
	source

5. Fill in the blanks with the proper words: a) *discover, ozone, radiation, hole, plastic, ultraviolet*; b) *close, ocean, pollute, recycle, fresh, oil, purify, water*. Use them in the necessary form. In some cases you can use the same word more than once.

I

The satellite photograph shows the _____ in _____ layer over Antarctica. The _____ is pink and white on the computer photograph. The _____ layer stops some of the _____ radiation from the sun. Ultraviolet _____ causes a suntan. Too much _____ radiation causes sunburn and skin cancer.

CFCs in the atmosphere have caused the _____. Scientists first _____ the hole in 1982 and it is getting bigger. Thirty per cent from aerosol cans, thirty per cent from fridges and air-conditioning, and thirty-four per cent from the manufacture of some _____ products.

II

One more aspect of our ecological problems is _____ pollution. Sea and river-going ships often _____ sea and river _____ with various oil products. No less than five million tons of _____ are discharged into seas and _____ each year and one ton of _____ can spread over about twelve square kilometres of _____ surface as a fine film which prevents air-water oxygen exchange. One litre of _____ makes one million litres of _____ water unfit for drinking.

Pollution of _____ resources always demands a choice between which more advantageous is to _____ the polluted water and use fresh water for production or create _____ cycle water supplies, so that the same water can be used several times. _____ technology demands more capital investment, but in the end it is more effective.

SPEAKING

1. Organize a round table discussion concerning the ecological problems of your city/town.

2. Think of some real situations where you have to decide between two or more possible actions.

Talk about them with your partner using *If ..., I'll ...* .

3. Discuss the following.

1. The rising levels of congestion and air pollution found in the most of the world's cities can be attributed directly to the rapidly increasing number of private cars in use. Discuss possible ways to encourage the use of public transport.

2. The spread of genetically-engineered food is causing a growing concern among the general public. Is this concern, in your opinion, justified or are we all just looking for something to worry about? How acceptable are the risks involved in genetic engineering?

3. Environmentalists predict that the next world war can happen as a result of conflict over water resources. Is this fear justified?

GENERAL REVIEW

Conditionals

1. Match the examples of conditional sentences (a-e) with definitions of their use (1 – 5).

1) a general truth or fact (Type 0);	a) If you'd had the same determination, you'd be as rich and famous today.
2) an action in the present with a predictable result in the future (Type 1);	b) If you'd been more careful, you wouldn't have made so many mistakes.
3) an action in the present with an unlikely result in the future (Type 2);	c) If you press this switch, the computer comes on.
4) an unreal condition and result entirely in the past (Type 3);	d) If the office is closed, Mark won't be able to get in.
5) an unreal past event with an unreal present result (Mixed Type) .	e) If I wasn't so busy, I would write to my relatives more often.

2. Study the following conditional sentences and say what type each group of sentences belongs to.

1. Tom will be upset if you don't come. // If you should need my help, just ask. // If you drink, don't drive. // Should you come across this journal, will you buy one copy for our office?

2. If you don't arrange events properly, they go wrong. // If you rang this number, no one answered. // If you mix blue and yellow you get green.

3. If I had seen you, of course I would have said hello. // If he had been studying for the last two months, he would have passed his exams. // Had there been an alternative, we wouldn't have abandoned the project.

4. If John had booked a table, we wouldn't be standing here in a queue. // Were Trevor practical, he would have been able to change the cartridge. // If she got back late last night, she won't come to work today.

5. People would speak with him if he wasn't such a boring person. // If we had a good map, we could find our way. // Were I you, I would act differently.

3. Put the verbs in brackets into an appropriate form. In some sentences more than one answer is possible.

1. For example, if you (use) a barrel of oil to produce electricity or fuel, then the energy never (be) replaced. 2. If people (not/be) so concerned about the environment nowadays, businesses (not/ develop) environmental policies. 3. What (happen) if global demand for energy (continue) to rise, especially among developing nations? 4. If biodegradable materials (not/be) still so expensive, we (use) them more often in our manufacturing process. 5. If the water (be lost), the uranium fuel could have overheated and caused the reactor to melt. 6. If we (not/realize) that we are all responsible for what's happening around us we never (feel) secure about the future of the world we live in. 7. If US manufacturing firms (reduce) their toxic releases by 10%, 700 million kilograms (be) removed from the environment. 8. Our beaches (be clean) if we (provide) plenty of rubbish bins along them. 9. The situation could be improved if factories (be moved) out of the city. If this (happen), the air (not be) so polluted. 10. Pollution, such as smoke in the air, (can/be reduced) if companies (use) trains instead of road transport. 11. If pollution of land, air and water (continue), the damage caused by all these to nature (may/ become) irreversible.

4. Paraphrase the sentences using an appropriate conditional sentence.

Model: In case of a fire, sound the alarm. – *If there is a fire, sound the alarm.*

1. I'd better write the address down, otherwise I'll forget it. 2. With a bit more time, we could do a proper job. 3. In the event of a major emergency, local hospitals would be alerted. 4. But for the climate, the city would be a perfect place to live. 5. Without my mobile, I would have been in big trouble. 6. "I'll come to work an hour later tomorrow." – What if the boss learns about it? 7. In case of failure, try another alternative. 8. Don't do that again or else I punish you. 9. Do that again and I'll report it to the manager. 10. But for your advice, I wouldn't have been able to solve my problems.

5. Use the ideas to write conditional sentences as in the model. Say what type each sentence belongs to.

Model: Staff should be given more responsibility. Then they are better motivated. – *If staff are given more responsibility, they are better motivated.*
(Type 0)

I

1. Dan missed the bus this morning. He was late for work. 2. I must finish my report first. Then I'll help you. 3. The manager is still busy. You can't speak to him. 4. I often asked him for help. He always refused to give any. 5. You may meet Darren. Give him my regards. 6. It's raining. We can't receive guests outdoors. 7. You can't enter the country. You have no visa. 8. Bertha passed her driving test. Her father let her borrow his car. 9. I left my wallet at home. I didn't buy the book. 10. Harry wasn't able to hire a car. He didn't have a driving licence.

II

1. You are not allowed into the building. You don't have a security pass. 2. I might come across this book. I will buy it for you. 3. We are making no steps to improve the situation. It's getting worse. 4. I didn't accept their offer. I am not the head of the department. 5. You didn't plan things at the start. We are in this mess now. 6. People left so much litter. The place doesn't look tidy. 7. Nick isn't sensible enough. He didn't wear a suit to the interview. 8. I didn't go out for the day. I have all this work to do myself. 9. She took the 7.30 bus. She is at home already. 10. You needed help. Why didn't you ask me?

6. In the following sentences use one of the following modal verbs instead of will or would: can, could, may, might, should.

Model: If he hears any news, he (phone) you. – *If he hears any news he can phone you.*

1. If you haven't learned how to use the computer and the internet, you (not/get) that job. 2. If Matthew is going to a job interview today, he (prepare) carefully. 3. If Harry practised regularly, he (give) very good presentations. 4. If we are lucky we (avoid) a disaster. 5. If you go on like this with your work, you

(make) yourself ill. 6. If he hadn't apologized, we never (speak) to him again. 6. If we had a calculator, we (work) this out a lot quicker. 7. If we had stopped to buy a paper, we (miss) the train. 8. If you felt like seeing the sights, we (take) a bus tour. 9. If I'd had my mobile yesterday, I (contact) you. 10. If Rachel worked harder, she (do) even better at her studies. 11. If Ann hadn't fallen ill and missed the interview, she (get) the job. 12. Rita (go) to last Friday's presentation if she had known about it.

7. Use your own ideas to complete these sentences.

1. If you don't do your work properly and in time, _____. 2. If we turned off the lights, _____. 3. Unless the situation changes for the better, _____. 4. If you should see Mark this evening, _____. 5. People will drink cleaner water if _____. 6. If we start planting more trees, _____. 7. The air would be cleaner if _____. 8. If we had stopped using pesticides, _____. 9. It would be a good idea if you _____. 10. I would speak to them at the conference _____. 11. The ozone hole would have been smaller if _____. 12. Alex couldn't go abroad _____. 13. They couldn't have continued their research _____. 14. We wouldn't have got into trouble _____. 15. The supervisor would have been very angry _____. 16. If an idea is really good, _____. 17. Unless something unexpected happens, _____. 18. Our streets would be clean if _____. 19. Provided you had tried harder _____. 20. Should Annie phone, _____.

WISH-CLAUSES

1. Study the *wish*-structures and sample sentences (a - d); then complete the rules (1 - 4) below.

1. This structure is used when we want to say that we would like something to be different in the present. (*If only* is stronger and more emphatic than *wish*.) We can use *were* instead of *was*.

2. This structure is used to express regret that something happened or did not happen in the past.

3. This structure is used: a) for polite imperative; b) to express our desire for a change in a situation or someone's behaviour.

4. If the subjects in the main clause and the sub-clause are the same, we use *could* instead of *would*.

a) *wish/if only + Past Simple/Past Continuous*

If only I didn't have to take the train to work every day. // She wishes she was/were having a holiday now.

b) *wish/if only + Past Perfect*

If only we hadn't taken up that project.

c) *wish/if only + would + base form of the verb*

I wish you would pay more attention! (=Will you pay more attention, please?) // If only he wouldn't give me so much work.

d) *I wish I + could + base form of the verb*

I wish I could travel abroad. // Don't you sometimes wish (that) you could fly?

2. Complete the mini-dialogues by putting the verbs in brackets into the correct tense.

1. "If only we (have) a house in the country." – "You can always rent one for the summer." 2. "I wish I (not/argue) with the manager." – "Yes. That was silly of you." 3. "If only Sam (call) me." – "Don't worry. I'm sure he'll phone soon." 4. "I'm bored. I wish I (arrange) to go out this evening." – "We're going to the concert. Why don't you come, too?" 5. We wish you (help) us to prepare for the seminar." – "What would you like me to do?" 6. "Are you going to the conference on Tuesday?" – "No. I wish I (go), but I've got a lot of work to do." 7. "If only I (buy) that book I saw yesterday." – "Why not go back and buy it tomorrow?" 8. "I wish I (be) back at university again." – "Those were great days, weren't they?" 9. "I wish I (have) my notebook with me." – "Why not borrow mine. I'm not using it now." 10. "I wish Paul (tell) us what's wrong with him." – "Yes. He seems very upset, doesn't he?"

3. Fill in the gaps with an appropriate auxiliary verb.

Model: *He doesn't have any information, but he wishes he did.*

1. I don't know many people, but I wish I _____. 2. He can't drive, but he wishes he _____. 3. We asked him to fix our printer last week, but we wish we _____. 4. She's not wealthy, but she wishes she _____. 5. They probably won't

help us, but we wish they _____. 6. He hasn't got any friends, but he wishes he _____. 7. They don't go out very often, but they wish they _____. 8. He won't listen to my advice, but I wish he _____. 9. I don't remember his address, but I wish I _____. 10. We often meet him at work, but we wish we _____.

4. Complete the wishes and make mixed conditional sentences, as in the model.

Model: I should have got up earlier. I wish _____ (not be late now) – *I wish I had got up earlier. If I had got up earlier, I wouldn't be late now.*

1. You should have warned us beforehand. We wish _____ (know what to do now) 2. He should have practised English more. He wishes _____ (speak more fluently now) 3. She shouldn't have quarrelled with everybody. She wishes _____ (be able to ask somebody for help now) 4. I shouldn't have followed his advice. (be in such a mess now) 5. They should have waited a bit longer. They wish _____ (know the results now)

5. Comment on the situation using an if-clause.

Model: Don't you ever wish you worked somewhere else? – *If I worked somewhere else, I couldn't probably earn enough money. / I could get promotion. / I had more free time.*

1. He wishes he became a researcher. 2. If I lived in the country. The air is so clean there. 3. He wishes he earned more money. 4. I wish I lived in a big city. It's so boring in the country. 5. Now she wishes she had gone to university. 6. We wish we hadn't followed his advice. 7. If only I hadn't misplaced those papers. 8. The staff wishes the boss would retire. 9. Everybody wishes you would go home. 10. I wish people would stop killing animals.

SHOULD AND WOULD

1. Which of the sentences given below will go under the following rubrics?

SHOULD

1. Past intentions/expectations: as the past tense of *shall* after *I* or *we* to say what you intended or expected to do.

2. Right thing: a) saying what is the right or sensible thing to do or b) what would have been right or sensible, but was not done.

3. Correct thing: saying what is the correct amount, the correct way of doing something etc.

4. Advice/warning: giving or asking for advice; giving a warning.

5. Expected thing: a) saying that you expect something to happen or be true or b) what was expected, but didn't happen.

6. Imagined situations: (after *I* or *we*) a) talking about a possible situation that you imagine or want to happen; b) talking about something that did not happen, or a situation that cannot exist.

7. Requesting/offering (*formal, esp BrE*): asking politely for something, offering to do something, or saying that you want to do something.

8. Orders (*formal*): in official orders and instructions.

9. Possibility (*in if-clauses*) talking about something that may possibly (though unlikely) happen or be true.

10. After that (*BrE*): in that-clauses after particular adjectives, nouns and verbs.

11. Idiomatic use: expressing emotional reactions.

(A) Just at that moment, who should walk in but old Jim himself! // You should have seen the look on her face when I told her I'd won first prize. // Why should anyone want to go to this lecture? // "I suppose there'll be a lot of complaints?" – "I should imagine so."

(B) He shouldn't be so selfish. // "I don't care what people think." – "Well, you should." // Children shouldn't be allowed to play in the street. // They should have called the police. // You shouldn't have told anybody about it.

(C) Naturally, he was nervous in case anything should go wrong. // What if I should fall sick and not be able to work? // Should you need any help, you can always phone me at the office.

(D) If anyone treated me like that, I should complain to the manager. // We should have been surprised if many people had voted for him.

(E) It should be a nice day tomorrow. // Try phoning Robert – he should be at home by now. // It was an easy test and he should have passed, but he didn't.

(F) It's strange that you should say that. // The residents demanded that there should be an official inquiry. // They prefer that I should chair the meeting.

(G) We knew that we should be leaving the next day.

(H) Passengers should proceed to Gate 12.

(I) I should be grateful if you could provide me with some information. // We should be delighted to help in any way we can. // I should like to thank you all for coming here tonight.

(J) Every sentence should start with a capital letter. // White wine, not red, should be served with fish.

(K) Should I trust him, do you think? // You should read his new book. // I should stay in bed if I were you. // They should follow the consultant's advice if they don't want the situation to get worse.

2. Which of the sentences given below will go under the following rubrics?

WOULD

1. Past intentions/expectations: saying what someone intended to do or expected to happen.

2. Imagined situations: a) talking about a possible situation that you imagine or want to happen; b) talking about something that did not happen, or a situation that cannot exist.

3. Past habits: saying that something happened often or regularly in the past (=used to).

4. Requesting: asking someone politely to do something.

5. Offering/inviting: offering something to someone or inviting them somewhere politely.

6. Expressing wants/preferences or choices: saying that someone wants something or wants/prefers to do something.

7. Refusal: a) saying that someone refused to do something: b) saying that something didn't happen, even though someone was trying to make it happen.

8. Advice: giving or asking for advice.

9. Opinion: giving your own opinion about something when you are not very sure about it.

10. Typical behaviour: saying that an action is typical or expected – usually used to show disapproval.

(A) Everything would be very different if Jack was still working with us. // What would you do if you won a million dollars? // I would be amazed if he got the job. // The boss would never have found out if somebody hadn't told him.

(B) Would someone please tell me what is going on? // Would you mind standing up for a moment?

(C) Claudia would have liked to refuse, but she didn't dare. // I'd hate to disappoint you. // He wished we all would leave him alone. // I wish they would give up that idea. // Don't you wish they'd come and visit us? // I'd rather not say what I think.

(D) They wouldn't give us any money for research. // The door wouldn't open, no matter how hard we pushed. // They couldn't find anybody who would take the job.

(E) They said they would meet us at 10.30 by the entrance. // I knew I would have a lot to do the next day. // In Berlin he first met the woman whom he would one day marry.

(F) I would consult a specialist if I were you. // What would you do if you were in my position? // We'd like some advice, please.

(G) When we worked in the same office, we would often have coffee together. // On Sundays when I was a child we would all get up early and go fishing.

(H) We're going to the theatre this evening. Would you be interested in coming? // Would you like some help?

(I) You would go and spoil everything, wouldn't you! // She insists that she did nothing wrong, but then she would say that, wouldn't she? // That's exactly like him – he would lose his key!

(J) I would think she'd be happier in a different school. // "Will it cost a lot?" – "I would imagine so."

3. Besides its own specific meanings, the modal *should* can have similar meanings to the modal *ought to* and the modal *would*. In which of the following sentences *should* can be replaced by a) *ought to* or be) *would*.

I

1. We should be glad to have our own research facilities. 2. I think we shouldn't be punished, because it wasn't our fault. 3. We swore to him that we shouldn't publish that information. 4. Someone suggested that we should break into small groups. 5. I shouldn't like to tell them more than is absolutely unavoidable. 6. If I should find out anything important, I'll let you know. 7. We should have heard from them by now. 8. We insisted that we should be informed immediately. 9. We should be doing something about it. 10. I should like to ask you one question. 11. We shouldn't keep important documents on our desks.

II

1. I shouldn't promise them anything if I were you. 2. I think we should try a different approach. 3. Should ministers decide to instigate an inquiry, we should welcome it. 4. I told them I should return in two days. 5. It is regrettable that we should be absent during negotiations. 6. I'm sure we should be there by dinner time. 7. We should like to make the following proposal. 8. If you know of a better method, I should be delighted to try it. 9. Humanitarian aid should not be tied to the purchase of goods from the donor country. 10. Where should the balance between development and the environment be struck? 11. People should go on foot more often or use bicycles.

4. Translate the following sentences into English.

I

1. Якби всі держави вживали належних заходів щодо охорони довкілля, їх громадяни жили б у чистішому середовищі. 2. Якби жителі

великих міст користувалися велосипедами, а не авто, повітря в цих містах було б чистішим. 3. Якщо всі люди об'єднаються для збереження природи, наступні покоління зможуть насолоджуватись чистим довкіллям. 4. Якщо ми будемо використовувати відновлювані джерела енергії, це не зашкодить природі. 5. Якби не сталася Чорнобильська трагедія, жителі України, Білорусі та Росії жили б у радіаційно незабрудненому середовищі. 6. Якщо людство буде розумно використовувати корисні копалини, їх вистачить надовго. 7. Якщо ми почнемо експеримент наступного тижня, то зможемо його закінчити до кінця місяця. 8. Якби людина не забруднювала землю, повітря та воду, багато видів тварин, птахів, риб не загинуло б. 9. Якщо спеціальні заводи перероблятимуть відходи пластику, ми зможемо уникнути забруднення ґрунту. 10. Якщо кожен з нас буде перейматися проблемами довкілля, наша планета буде чистішою.

II

1. Якщо людство не зможе зупинити глобальне потепління, на нас чекатиме екологічна катастрофа. 2. Якщо наша компанія буде використовувати новітні технології, за кілька років вона стане надзвичайно прибутковою. 3. Якщо дорослі на власному прикладі не вчитимуть дітей дбайливо ставитися до природи, прийдешні покоління остаточно зруйнують довкілля. 4. Якщо встановити фільтр, якість питної води буде кращою. 5. Якщо не економити воду, людство швидко може залишитися без питної води. 6. Якби не така спека, не було б лісових пожеж. 7. Якби держава вкладала кошти у розвиток відновлюваних джерел енергії, ми не були б так залежні від імпорту газу. 8. Якби у Китаї так стрімко не розвивалась промисловість, у великих містах не було б смогів. 9. Якби ми використовували відновлювані джерела енергії, це допомогло б зберегти викопні види пального. 10. Якби кожна компанія дбала про охорону довкілля, можна було б уникнути багатьох екологічних проблем.

III

1. Якби ми всі відмовилися від благ цивілізації, це могло б допомогти довкіллю. 2. Якби у природі все не було так взаємопов'язано, було б складно порушити екологічний баланс. 3. Якби ти не забував

вимикати світло, наш рахунок за електрику був би набагато меншим. 4. Якби ми могли передбачити усі наслідки, то не використовували б цю технологію. 5. Якби нас попередили заздалегідь, ми поїхали б звідси раніше. 6. Якби не було цього руйнівного землетрусу, мешканців селища не переселили б у безпечне місце. 7. Якби ми змогли подолати наслідки цього природного лиха, не було б таких фінансових втрат. 8. Якби наші спеціалісти стикнулися з цією проблемою раніше, вони вже давно б її вирішили. 9. Якби людина не порушила екологічний баланс планети, багато видів тварин не зникли би. 10. Якби людство могло передбачити усі наслідки аварій на атомних електростанціях, то, можливо, не почало би використовувати ядерну енергію з цією метою.

IV

1. Дуже важливо, щоб усі жителі Землі активно сприяли охороні довкілля. 2. Необхідно, щоб створювались суспільні організації для боротьби з забрудненням довкілля. 3. Вкрай важливо, щоб кожен з нас усвідомлював необхідність охорони довкілля. 4. Бажано, щоб екологічна освіта починалася з дитячого садка. 5. Пропонують, щоб усі домогосподарства сортували свої відходи. 6. Радять, щоб усі заводи встановлювали повтряні фільтри. 7. Необхідно, щоб уряди усіх держав дбали про довкілля. 8. Вимагають, щоб усі мешканці міста вчасно сплачували за вивіз побутових відходів. 9. Наполягають, щоб кожен долучився до вирішення проблеми браконьєрства. 10. Краще, щоб про ці заходи усі мешканці будинку були поінформовані заздалегідь. 11. Дивно, що вони так поставилися до цієї проблеми. 12. Незвичайно, що така мала дитина все швидко зрозуміла.

V

1. Шкода, що вони не змогли попередити цієї техногенної катастрофи. 2. Мені дуже хотілося б, щоб тварини жили не у зоопарку, а на волі. 3. Шкода, що від початку свого існування людство не замислювалось про негативні наслідки користування дарами природи. 4. Усім мешканцям столиці хотілося б, щоб повітря було чистим. 5. Мені хотілося б, щоб усі жителі нашої планети так переймалися захистом природи, як відома

організація Грінпіс. 6. Шкода, що у вашому місті немає зоопарку. 7. Хотілося б, щоб кожна людина протягом життя посадила принаймні одне дерево. 8. Шкода, що ми не маємо ефективних законів, котрі захищають довкілля. 9. Шкода, що тварин знищують заради людських забаганок. 10. Мені хотілося б, щоб люди не були байдужими до проблем довкілля. (Present) 11. Мені хотілося б, щоб держави переймалися проблемами охорони природи. (Future) 12. Шкода, що минулі покоління дюдей ставилися байдуже до знищення природи.

MODULE III

INFORMATION EXCHANGE

UNIT 7

LANGUAGE FOCUS: constructing a sentence – non-finite clauses

Revising the Basics of Sentence Structure

(A) Constructing a sentence – starting points

As you already know, we normally write and tend to speak in complete sentences. A complete sentence that has at least one finite, independent clause is called **a simple sentence**. A finite clause (the structure of which is identical to that of a simple sentence) has two main elements – Subject and Predicate (=what is said about the subject). The sentence wouldn't be complete if either of those two elements, subject or predicate, were missing.

The members of staff are waiting.

Something has happened.

The subject of a clause is a noun phrase NP (The members of staff) and the predicate is a verb phrase VP (are waiting) so the basic structure of every finite clause is like this – NP (Subject) + VP (Predicate).

VP consists either of a finite verb only (e.g. Present or Past Simple Active), or, more often, of a group of words with a finite verb at its head (other tense forms).

*We all **agreed**.*

*The country's unemployment rate **has decreased**.*

(B) Types of sentence structure

When making up a sentence in English, you can choose from **five basic sentence patterns**.

The VP may include the following elements: **Verb** – either intransitive (**V_i**) (having no objects) or transitive (**V_t**) (having an object); **Link verb (LV)** – either *be* or another copula; **Adjective (Adj)**; **Adverbial (Adv)**; **Complement** – either subject complement (**C_s**) or object complement (**C_o**); **Object** – direct (**O_d**), indirect (**O_i**), or prepositional (**O_p**).

TYPE and STRUCTURE of VP	ILLUSTRATIVE EXAMPLES
1. V _i a) (+Adv) b) (+O _p)	a) They arrived. She walked across the street. We met at his place. b) I sympathized with George. He yearned for academic recognition. Everything here belongs to him.
2. LV + C _s	That was a very difficult question (NP). Her general knowledge is amazing (Adj).
3. V _t + O _d (+Adv)	Extra profits justify the investments. I accepted the invitation (at once).
4. V _t + a) O _i + O _d b) O _d + O _p	a) We asked them the same question. b) Their competitors subjected them to the pressure of financial ruin.
5. V _t + O _d + C _o	They elected him head of the department (NP). We find your scheme extremely complicated (Adj).

Each of these basic patterns can be further expanded by using co-ordination and additional modifying or adverbial phrases.

(C) Expanding or condensing a sentence – further points

There can be three stages involved in sentence construction.

Firstly, you can compose a chain of simple sentences.

1. *Steve gained B2 in English. Now he plans to study German.*
2. *The company will not split up. It will continue to operate from Milan.*
3. *At first they will check the information. They can only give the answer after that.*
4. *I've just come here. I'm going to take part in the seminar.*

Secondly, you can expand these simple sentences so that they contain more than one finite clause, i.e. they can be then made

a) into **a compound sentence**

5. *Steve gained B2 in English and now (he) plans to study German.*
6. *The company will not split up but it will continue to operate from Milan.*

or b) into **a complex one**.

7. *They can give the answer after they have checked the information.*
8. *I've come here because I'm going to take part in the seminar.*

A compound sentence has two or more clauses that are linked by co-ordination, which means that all of the co-ordinate clauses are of equal rank. The clauses are linked by co-ordinating linking words (conjunctions like *and*, *but*, *or* or other linking phrases, such as *besides*, *however*, *alternatively*, etc).

When you link co-ordinate clauses that have the same subject and if the linking word is ***and***, ***or*** or ***then***, you do not need to repeat the subject.

She turned and left the office.

It's a long time since I've seen Pete or talked to him.

He stopped talking, then picked up his mobile and rushed away.

If the linking word is ***but***, ***so***, or ***yet***, it is usual to restate the subject.

I try and see the situation your way, but I can't.

He has no car, so he takes a bus to work.

They lost the contract, yet they got some valuable experience in negotiating.

A **complex sentence** consists of at least two clauses: a main clause and a subordinate clause which is introduced by a subordinating linking word (a conjunction like **when, that**, etc. or a relative pronoun such as **who, whose**, etc.).

I know that our project is one of the best.

I don't know whose project will be chosen.

And thirdly, you can reduce the number of finite clauses in a compound or a complex sentence by converting one finite clause into a **non-finite clause**.

Having no car, he takes a bus to work.

They can give the answer after checking the information.

I have come here to take part in the seminar.

This Module will train you in constructing sentences that contain non-finite clauses.

GRAMMAR GUIDE 1: Participle – forms and uses

PARTICIPLE

There are several participle forms which can be used to make participle clauses.

FORMS

Participle	Participle I	Participle II	Perfect Participle
Active	(not) V _{ing}	–	(not) having V _{ed}
Passive	(not) being V _{ed}	(not) V _{ed}	(not) having been V _{ed}

Participle I is usually used **when two actions happen at the same time, or one happens immediately after the other**.

Reading the book (=When she was reading the book), she was making notes.

Leaving the office (=Before I was leaving the office), I turned off the lights.

If you want to emphasise that **one event happened before another, especially when the first action is not short**, use the **Perfect Participle** for the earlier action.

Having read the document, the lawyer locked it in the safe.

The Perfect Participle can also describe reasons.

Having been treated unfairly (=Because he had been treated unfairly), he decided to change the job.

Participle clauses make what you say or write more formal. They are used particularly in formal or literary writing. In spoken English, to talk about one action after another, use a sentence like this:

The lawyer read the document and then locked it in the safe.

Note 2: **Participle adjectives** are *-ing* or *ed*-adjectives derived from participles. Compare the following adjective pairs:

<i>The book is full of information. It's very interesting. (= the book interests us)</i>	<i>We're very interested in the subject it deals with. (= we feel interested)</i>
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USES

1. Participles are commonly used **to form the verb phrase of a sentence**.

*We are **waiting** for the manager. (P I, Active)*

*He was **being interviewed** in Room 31. (P I, Passive)*

*The delegation has already **arrived**. (P II)*

*We were **not invited** to the conference either. (P II, negative)*

2. Single participles can function **like adjectives (=attributively)** when they are used before nouns.

Oil and gas drillers are doing a **booming** business. / Would you like a life of **increasing** labour and **decreasing** leisure? (P I)

I'd like to have a look at the **rewritten** version. The experiment should be done under **controlled** conditions. (P II)

Sometimes you can put an adverb before the participle: ***properly trained** staff*

Compound participle forms are formed by combining other elements with the participle.

*a **fast-growing** economy*

*an **oil-fired** central heating system*

Longer phrases are put after the participle: crowds *of people waiting outside the bank*, notes *written in pencil*. Such participle phrases are used in shortened relative clauses.

*The official took no notice of the telephone (that was) **ringing on his desk**.*

*Applications (which are) **received after the deadline** cannot be considered.*

Participles clauses can be used **instead of relative clauses** beginning with *which, who, or that*.

*The inspector **examining** the equipment is a competent engineer.*

*The data **being discussed at the seminar** are of particular importance.*

*The warning **given** to the workers about smoking on the premises was ignored.*

3. Participles can also be used **like adverbs**, forming adverbial participle clauses of time, reason, condition or result. Conjunctions such as *when, while, if, unless* are often found before participle adverbial clauses.

***Conducting** this research he came across some interesting phenomena.*

***Not wanting** to disturb anyone, Steve left the office silently.*

***Being imported**, the goods were more expensive.*

***Faced** with a bill for \$10, 000, John has taken an extra job.*

***If desired** the procedure may be used repeatedly.*

***Having driven** for five hours to the seminar, Don learned that it was postponed.*

***Having been expelled** from the university, he had to change several jobs.*

PRACTICE 1

PARTICIPLE: FORMS AND USES

1. State the form and function of the participles in the sentences bellow:

a) part of the verb phrase;

b) substitute for a relative clause;

c) substitute for an adverbial clause.

1. We are now developing a new programme. 2. We came across this problem, developing a new programme. 3. The developing science raises more

and more important questions. 4. A new series of experiments is being conducted in their laboratory. 5. A new series of experiments being conducted in their laboratory has attracted much attention. 6. Being conducted in better conditions, the experiment has already shown some positive results. 7. The data obtained were published in *Science News*. 8. Obtained from only one source, the information cannot be reliable. 9. Some new data have been obtained recently. 10. Having looked through all the necessary material he started writing his report. 11. Having been published in several scientific journals, those findings generated fierce polemics. 12. Considered thoroughly, their claims are not particularly convincing. 13. The decisions made at our meeting concerned all the staff. 14. Pareto was a cynic, disillusioned by the society of his day. 15. Not wanting to express his opinion, he changed the topic. 16. We discussed that point when signing the contract. 17. I spent the morning reading and answering the mail. 18. If given opportunity, our economy will develop rapidly. 19. They think that the study being made will help to find the cause of the problem. 20. Some issues only touched upon in the last chapter will be considered in detail in another work. 21. We have used the simpler method, eliminating complex calculations.

-ED FORMS: PAST SIMPLE OR PARTICIPLE II

1. Read the following sentences and determine the function of -ed forms (Past Simple or Participle II).

1. They installed modernized equipment. 2. Automatized information processing radically modified the method devised. 3. The methods applied helped to save the company. 4. They studied the process of communication between the people involved. 5. Later on the management accepted the offer rejected previously for want of funds. 6. After a heated discussion they agreed to apply the procedure proposed. 7. The statement made concerned a new way of investigating. 8. Simplified techniques developed in the last decade produced a good effect in a number of studies. 9. For some time scientists remained interested in the phenomenon. 10. The hypothesis proposed agreed with the experimental observation. 11. At that time the method used presented increased danger and encountered opposition from most scientists concerned. 12. The

results obtained disagreed with earlier data reported by Prof. Atkins. 13. The model suggested described adequately the peculiarities studied by Dr. Hyson. 14. The survey conducted revealed some differences in these customer groups' buying habits. 15. The method used facilitated the whole procedure.

GRAMMAR GUIDE 2: participle clauses

Participle clauses have active and passive forms but they do not have a tense like finite forms. You can understand their time reference from the verb in the main clause.

Goods arriving at the port are then taken to warehouses. (present)

Goods arriving at the port were then taken to warehouses. (past)

Goods arriving at the port will then be taken to warehouses. (future)

Participle I can be used in a shortened defining relative clause. In defining relative clauses, you can only use an active *ing-form* when you are describing a continuing or a repeated action.

Don't use an *ing-form* for a single completed action.

*People **travelling** (=who travel) to work from suburbs are called commuters.*

*The customer **who forgot** (not ~~forgetting~~) her purse in the supermarket never came back.*

Note: State verbs such as *be*, *consist*, *prefer*, etc. which are not normally used in the continuous, can have *ing-forms* in participle clauses.

*Some of the equipment **belonging** (=that belongs) to the department is old-fashioned.*

*James doesn't go out in the evening, **preferring** (=he prefers) to stay at home.*

TYPES OF PARTICIPLE CLAUSES

(A) Dependent participle clauses

Some types of participle phrases do not contain a subject, the subject of the main clause acts as the subject of the participle clause. If the participle follows the object of the main clause then either the object or the subject of the

main clause can be the subject of the participle clause, depending on the meaning.

*The company has opened a new factory, **creating** many new jobs.* (=The company has created many new jobs)

*We saw **our manager talking** to a customer.* (=Our manager was talking to a customer.)

(B) Independent participle clauses

In formal (usually written) English, a participle can sometimes have a noun phrase in front of it serving as its subject, different from the subject of the main clause. Such clauses are called independent participle clauses or absolute participle complexes – (*with*) + *noun phrase* + *participle clause*.

*The manager **being away**, I had to take the decision myself.*

*Ann **having got used to the new conditions of life**, nothing could knock her down.*

*All the items **having been discussed**, we sighed with relief.*

*There **being no further business**, the meeting was adjourned.*

*The lights **having gone out**, we couldn't see a thing and had to stop working.*

*Everything **being in a complete mess**, it took us an hour to tidy up the office.*

The pattern with the conjunction **with** before a participle clause is neutral in style.

***With prices going up so fast**, there's no point in trying to save money.*

*We continued our work, **with our assistants helping us**.*

*I can't concentrate **with you talking all the time**.*

All these participle clauses have an adverbial meaning and can express *time, reason, condition, result or attending circumstances*. A typical use of the participle clause at the end of the sentence is to add details to a description.

Participle clauses can be used in sentences:

a) to give extra information (similar to defining relative clauses);

*The man **sitting next to me** is our programmer.*

b) to describe the attending circumstances, reason, condition, result or time of the information in the main clause (similar to adverbial clauses).

*I just sat at my desk **thinking**.* (attending circumstances)

Not being qualified (=because she is not qualified), *she will not be able to cope with the task.* / *My friend is good at arguing, **being a lawyer**.* (reason)

Treated gently (=if you treat it gently), *the fabric should last for years.* (condition)

*The corporation shut down the plant **leaving many workers unemployed*** (= with the result that many workers were left unemployed). / *They pumped waste into the river, **killing all the fish**.* (result)

Opening the meeting (=as the chairperson opened the meeting), *the chairperson greeted the participants.* (time)

Note 1: Participles can be found after conjunctions: **although, if, once, until, unless, when(ever), while**. This pattern is used mainly in writing and is common in instructions.

Although expecting the news, *I was greatly shocked by it.*

Once opened, *the contents should be used within three days.*

Note 2: There are a number of participle forms which function rather like prepositions.

Following (=After) *the reception, there will be a talk by the professor.*

Considering/Given (=In view of) *the awful weather, our Open Day was a great success.*

*No action has been taken **regarding*** (= about) *our complaint.*

Judging by their reaction (= Their reaction makes me think that ._____), *they have taken offence.*

Participle clauses can be found in some idiomatic phrases which comment on a statement or relate it to a previous one.

All being well, *we should meet the deadline.*

*Things don't look good. But **having said that**, I'm still optimistic.*

PARTICIPLE COMPLEXES

1. Complex Object: **verb + object + participle**

This structure is used with a number of verbs such as *see, notice, watch, observe, hear, listen to, feel, smell, find*. You use Participle I when you want to describe actions in progress and Participle II to describe complete actions which you saw from beginning to end.

*I found Susan **sitting** at the desk **reading** my diary.*

*We watched **the goods being unloaded** by the workers.*

*I saw **that man arrested** by the police.*

Complex Object is also commonly used with the verbs *have* and *get* (mainly in informal spoken English). The structure *have/get + object + Participle II* is used in two ways:

- to say that you arrange for somebody to do something for you;

*We are **having our office redecorated** at the moment.*

*When are you going to **get the printer repaired**?*

- to say that something (usually negative) happens to somebody or their belongings.

*Have you ever **had your reputation put at stake**?*

In the pattern *have + object + Participle I* the verb *have* can mean “cause someone to be doing something”.

*I won't have **people treating** this office like a hotel.*

2. Complex Subject: subject + passive verb + participle

This structure is used with a number of verbs such as *assume, catch, consider, define, find, hear, keep, leave, observe, see, show, regard, report*. The conjunction *as* sometimes stands in front of the participle.

*They **were seen** in the corridor **arguing** about something.*

*The problem **should be considered as solved** when parallel discoveries are made.*

*He is **regarded as having discovered** this law.*

PRACTICE 2

PARTICIPLES AND PARTICIPLE CLAUSES USED INSTEAD OF RELATIVE CLAUSES

1. Replace the underlined parts of these sentences with a Participle II from one of the following verbs: *concern, charge, provide, cause, allocate, quote, use, assemble, propose, submit*.

1. There was a weakness in the methods that were employed. 2. We couldn't afford to pay the fees that were asked for. 3. The university asked for

more money. In fact, five times the amount that was given to them as their share. 4. After she had read the article, she checked all the examples that were referred to. 5. The teacher wasn't impressed with the quality of the work that was handed in. 6. There have been demonstrations against the changes that the government intends to make. 7. They decided to close the factory, regardless the suffering that resulted. 8. They were to study the evidence that was gathered. 9. The party was excellent, and I'd like to thank all the people who took part in it. 10. Have you used all the equipment that was given to you?

2. Complete the sentences using Participle I formed from the following verbs: *begin, tell, work, sit, block, describe, wait, read*.

1 They sent us some booklets _____ the new models. 2. When I entered the reception room it was empty except for a young man _____ by the window _____ a magazine. 3. Jim has a brother _____ in a research centre. 4. Look if there is anybody _____. 5. There is an English course _____ next Monday. 6. An instruction is a statement _____ you what to do. 7. An obstacle is something _____ your way.

3. Make one sentence from two using Participle I. Put the participle clause either in the middle or at the end of the new sentence.

1. A few days after the interview, I received a letter. It offered me the job. 2. The company sent me a brochure. It contained all the information I needed. 3. I didn't talk much to the man. He was sitting next to me on the plane. 4. We were interrupted by somebody. They were knocking at the door. 5. I am staying at a nice hotel room. It overlooks the park. 6. A new factory has just opened in the town. It employs 500 people. 7. At the back of the administrative building there is a narrow path. It leads to the warehouse. 8. Robert has got a brother. He studies economics at university in Manchester.

4. Make one sentence from two using Participle II. Begin as shown.

1. A number of goods are produced in this factory. Most of them are exported. – Most of the goods _____. 2. A number of suggestions were made at the meeting. Most of them were not very practical. – Most of the suggestions _____. 3. A lot of people have been invited to the seminar. Some of them can't

come. – Some of the people _____. 4. A man phoned while you were out. He was called Jack. – Somebody _____. 5. A factory worker was injured in the accident. He was taken to hospital. – The factory worker _____.

5. Change the relative clause in these sentences to a participle clause. Use Participle I or Participle II as appropriate.

1. The book that was published last week is his first work that was written on management. 2. I ran through the crowd of people who were hurrying to get to work. 3. The people who are being chosen for the team are under 25. 4. An agreement has been signed to protect the forests which are being cut all over the world. 5. The children who are being moved to another school all have learning difficulties. 6 The man who was operating the equipment was dressed in protective clothing. 7. The decisions that are made at our meetings will affect all of us. 8. The public opinion poll which was conducted on the basis of the latest methods gave positive results.

6. Translate the following sentences into Ukrainian.

(A) 1. Discussion *following* the speaker's report helps to check the audience's understanding. 2. The report *followed* by discussion aroused much interest among the audience. 3. Let's now consider some factors *affecting* our life in global society. 4. Let's now look at how our life changes when *affected* by these factors. 5. They are now studying phenomena *influencing* public opinion. 6. They are now studying changes of public opinion *influenced* by these phenomena.

(B) 1. The discovery followed by further experimental work stimulated research in this field. 2. They were asked questions formulated and agreed upon by a group of sociologists. 3. The conference attended by scientists from different countries discussed new trends and methods in this field of research. 4. One of the rights enjoyed by University scientists is that of combining research with teaching. 5. The subjects dealt with under this topic aroused a heated discussion. 6. His eloquence substituted for logical argumentation failed to win the audience over. 7. Many companies badly affected by the recession went bankrupt. 8. Techniques universally thought of as simple sometimes cause trouble. 9. He drew their attention to more efficient use of

resources allowed by the new system. 10. She mentioned the theory referred to in many papers. 11. This is the book so much spoken about. 12. Numerous questions answered by the speaker were related to corporate culture. 13. The faculty joined by Dr Robinson was established half a century ago. 14. The problems attacked at their laboratory are of utmost interest. 15. We studied deviations from normal people's behaviour accounted for by pressure at work.

PARTICIPLE CLAUSES WITH ADVERBIAL MEANING

1. Complete the sentences with Participle I or Participle II preceded by one of the following conjunctions: *when, while, if, unless, as, though, once, until*. In some sentences more than one answer is possible.

Model: (otherwise/state), the conditions of both experiments will be considered similar. – *Unless otherwise stated*, the conditions of both experiments will be considered similar.

1. We don't often use this hall except (hold) annual meetings and conferences. 2. I met Andy (work) on the joint project. 3. (be angry) count a hundred. 4. He won't do anything (tell) personally. 5. (ask) about his opinion he just shrugged his shoulders and said nothing. 6. (mention) above the experiment was a success. 7. The idea can be pronounced true (test) by experience. 8. (install) the new software will enable customers to place orders over the Internet. 9. (consider) reliable the method cannot be used in this particular case. 10. (otherwise/specify), by 'peers' I mean work colleagues.

2. Match the sentence halves and write new ones beginning with a participle clause. Use either Participle I or Perfect Participle.

- | | |
|--|---------------------------------------|
| 1. I didn't expect anyone to be in the office at such an hour ____ | a) she ran to the bus stop. |
| 2. He doesn't speak Italian ____ | b) she could hardly recognize him. |
| 3. Bob was unemployed ____ | c) I decided to come the next day. |
| 4 Steve had been a management consultant for 10 years ____ | d) he took it back to the library. |
| | e) he found life in Sicily difficult. |
| | f) he knew which way to go. |

- | | |
|--|---|
| 5. The hall had been painted in dark colours ____ | g) she found it hard to communicate. |
| 6. Diana didn't know French ____ | h) he had time to consider what job he really wanted. |
| 7. Trevor had studied the map ____ | i) the hall needed some bright lights. |
| 8. Vicky didn't want to be late for the interview ____ | j) he could give some useful pieces of advice. |
| 9. Andrew had finished the book ____ | |
| 10. Sarah hadn't seen her classmate for a long time ____ | |

3. Complete the sentences by putting the correct form of the Perfect Participle (active or passive).

1. (achieve) certain success in their lives some people suddenly decide to take something entirely different.
2. (invite) to the workshop we could hardly refuse to go.
3. (recognize) as the leading principle the statement was included into his theory.
4. (invite) to the scientific conference he wrote a report on his latest research.
5. (analyze) all the data thoroughly she understood the real picture of the phenomenon.
6. (analyze) thoroughly the data helped to understand the real picture of the phenomenon.
7. (conduct) in the southern regions the poll was transferred to the north regions.
8. (conduct) the poll in the southern regions the sociologists then transferred it to the north regions.
9. (evaluate) the survey results we will now turn to their interpretation.
10. (evaluate) the survey results need to be interpreted.

4. Rewrite the sentences beginning with a participle clause. Use Participle I, Participle II or Perfect Participle.

1. After he had worked as a clerk, courier and taxi driver, Nick decided to go back to university.
2. As we didn't want to offend him, we said nothing about his report.
3. As they had spent all morning working in the laboratory, they decided to take a short lunch break.
4. As he glanced over his shoulder, Alan could see his friends waving to him.
5. Because he had arrived early for his appointment, Ron spent some time looking at some magazines.
6. Marie left work early because she didn't feel too well.
7. He had acquired the money through hard work, so he was reluctant to give it away.
8. Because he had

started the course, Alex was determined to complete it. 9. As I haven't seen all the evidence, I am reluctant to make any judgement. 10. The manager was impressed by Jane's work, so he extended her contract for a year.

**PARTICIPLE CONSTRUCTIONS:
COMPLEX OBJECT AND COMPLEX SUBJECT**

1. Complete the sentences with participles (Pattern with *Verb + object + participle*) formed from the verbs suggested: *explain, call, mention, burn, carry, look, exercise, interview, register, hold*.

1. Can't you smell something ____? 2. When I entered the lecture room I heard someone ____ my name. 3. We found Michael ____ in the company gym. 4. They observed the elections _____. 5. We watched the applicants _____. 6. Everybody saw the injured worker ____ away by the ambulance. 7. I have just heard your name _____. 8. I felt somebody ____ at me. 9. Just listen to him ____ his behaviour at the party. 10. We watched the participants _____.

2. Use the words in brackets to complete the sentences.

(A) Pattern with *have/get + object + P II*

1. I lost my key. I'll have to (another key/make). 2. (you/a newspaper/deliver) to your house or do you go to the shop to buy one? 3. I think we should (the lecture room/clean). 4. How often (you/your car/service)? 5. When was the last time you (the room/paint)? 6. We (a new laboratory/build) at the moment. 7. We (a new system/already/install). 8. When are you going (the cartridge/change)? 9. Helen (her bag/steal) on a train last night. 10. Last week Harry (his passport/take away) from him by the police.

(B) Pattern with *have + object + P I*

1. The instructor had (the participants/role-play) the situation. 2. I'll have (you all/speak) English in a couple of weeks. 3. The boss was furious and promised to have (the whole department/work) like slaves. 4. He had (us/laugh) all through the lecture. 5. I won't have (you/tell) me what to do.

3. Complete the sentences with participles (Pattern with *Subject + Passive Verb + participle*) formed from the verbs suggested: *wait, have, repeat, exist, include, lose, cheat, consist, lie, use*.

1. Such groups are defined as _____ similar characteristics. 2. Teenagers have been often observed _____ these gadgets. 3. A good team should be regarded as _____ of equal partners. 4. To the writer's knowledge similar phenomena have not been reported as _____ elsewhere. 5. Such teams were shown as _____ a different number of members. 6. A student has been caught _____ in the exam. 7. He was kept _____ for an hour and a half in the reception. 8. The papers were left _____ on the desk. 9. The documents were considered as _____ for ever. 10. His name was heard _____ several times.

PARTICIPLE CONSTRUCTIONS: ABSOLUTE PARTICIPLE CONSTRUCTION

1. Determine the meaning of the participle clauses in the following sentences and translate them into your native language.

1. The art of talking being a universal means of conversation, it would be a good idea to learn it. 2. People's characteristics differ greatly, with positive traits prevailing over negative ones. 3. They discussed a lot of interesting issues, the problem of nonverbal communication being one of them. 4. There are few supporters of the theory, a notable exception being Dr. Pearson. 5. Time permitting, they will proceed with the discussion. 6. The problem can be solved immediately, with specific techniques being applied. 7. The signal given, the teams start working. 8. The definite decision having been taken, they started discussing the details. 9. He experienced a lot of troubles in his life, all these sorrows having made him only stronger. 10. The question of their departure having been solved, they ordered tickets by telephone. 11. The envelope having been sealed, the manager locked it the safe. 12. I can't concentrate with you talking all the time. 13. With the laboratory having been closed, there was nowhere to do further research. 14. She was rather friendly, with many people surrounding her almost all the time. 15. It was a large room, with bookshelves covering most of the walls. 17. The production of chemicals being dangerous, they needed extra safety precautions. 18. The information having being confirmed, they made it public. 19. With these matters cleared away, we can

now move on to discuss the other problems. 20. More than forty countries were represented at the conference, with Germany having the most participants.

**LANGUAGE FUNCTIONS:
ELICITING INFORMATION - INTERVIEWING**

Choose one of the topical environmental problems. Interview your groupmates (or five other people) about their views on it. Use the following phrases:

Do you think our government should ...?

Do you happen to know how ...?

Could you tell me what/why, etc. ...?

I'd like to know your opinion about ...?

Do(n't) you agree that ...?

I'm interested to know ...

What do you think about ...?

Could you suggest any ways ...?

Would you share your views on ...?

UNIT 8

LANGUAGE FOCUS: VERBALS – GERUND

GRAMMAR GUIDE 1: gerund– forms and uses

FORMS

GERUND	Simple	Perfect
Active	(not) Ving	(not) having Ved
Passive	(not) being Ved	(not) having been Ved

A gerund is sometimes referred to as an *-ing* form. But not all *-ing* forms are gerunds. On the whole, the simple form is more or less neutral with regard to expressing time relations. It is often possible to use a simple gerund instead of a perfect gerund.

*We remembered **having visited/visiting** the place before.*

However, the simple form is mainly used to express permanent or repeated actions simultaneous with the action of the main verb. The perfect form expresses the priority of the action described by the gerund to that of the main verb.

*Stiff competition from large supermarkets showed no signs **of having decreased**. / The industry shows no signs **of having overcome** the crisis.*

PRACTICE 1

1. State the form of the gerunds in the sentences bellow:

- Simple, active/passive, positive/negative;
- Perfect, active/passive, positive/negative.

1. **Being** friends with a famous person is rather exciting. 2. Such people love **being praised**. 3. **Not knowing** about the meeting is not an excuse for your absence. 4. The main thing was **not being noticed** by anybody. 5. The art of **negotiating** consists in **being** able to compromise. 6. Everybody denies **having taken** the documents. 7. I regret **not having learned** the language. 8. She's angry about **not having been invited** to the seminar.

2. Complete the sentences by choosing the correct alternative. Say in which sentences both variants are possible.

1. He avoided (telling/being told) me the truth. 2. People polluting the environment deserve (punishing/being punished) severely. 3. He enjoys (reading/being read) a book before going to sleep. 4. I hate (repeating/being repeated) the same thing again. 5. She denied (having informed/having been informed) about the seminar. 6. He got angry about (not having invited/not having been invited) to the conference. 7. You will regret (having given up/having been given up) your research. 8. They told us about (having been visited/having visited) by the reporters last week.

GRAMMAR GUIDE 2: gerund – functions

USES

The gerund has five main syntactic functions in the sentence. It may serve as:

- **the subject** (mainly in formal or literary English);

Working nights is bad for you.

Living here is easy for those who use their heads.

In subject position, the gerund is much more usual than the to-infinitive.

Choosing the best candidate won't be easy. (To choose the best candidate is possible but less likely.)

You can also use *It* as the subject and put the gerund clause at or near the end of the sentence. But the to-infinitive is more usual after *It*.

It won't be easy choosing the best candidate. (It won't be easy to choose is better.)

Note 1: Although to-infinitives rather than gerunds are preferred after the subject *It*, there are a number of expressions where gerunds are commonly used.

It's no good/use arguing. I've made up my mind.

It might be worth taking a guided tour.

It wouldn't be much use trying to persuade him.

It was quite an experience working abroad.

It's a nuisance being without electricity.

It's fun taking part in these interactive workshops.

- **part of the verb phrase (predicative);**

The important part is helping people so that they can live normal lives.

What tired me most was being questioned by newspaper correspondents.

The usual link verbs are *be* and *mean*. The gerund as predicative is found more often when it is preceded by *like*.

I wondered how I had got myself mixed up in such a project; it was like starting to write a novel.

- **an object (either direct or prepositional);**

We'll do what we can, if you don't mind waiting a bit.

I tried to avoid being noticed.

I must apologize for having interrupted the conference.

It can serve as a preparatory object for the gerund.

*I thought **it** pointless starting the meeting without you.*

These common verbs are normally followed by gerunds: *admit, appreciate, avoid, carry on, consider, delay, deny, dislike, enjoy, excuse, face, fancy, feel like, finish, forgive, give up, imagine, involve, keep (on), mention, mind, miss, postpone, practise, put off, resent, resist, risk, (can't) stand, suggest, understand.*

He tried to avoid answering my question.

I considered applying for the job but in the end I decided against it.

Note 2: Some verbs can be followed by both gerunds and infinitives. In some cases there is a difference in meaning. Unfortunately, there is no easy way to decide which structures to use after a particular verb. It is best to check in a dictionary.

Note 3: After *desire, need, require* and *want* the gerund has a passive meaning.

I don't think his article deserves reading. (=deserves to be read)

The car wants servicing.

Your paper needs correcting.

- **an attribute;**

We agreed on starting and finishing time.

A preposition is normally used to connect the noun to the gerund in post-position.

I hate the idea of getting old.

She's very good at solving problems.

We had little hope of finding the answer.

• **an adverbial (after prepositions).**

We can't solve our problems by discriminating against people because of colour, race or religion.

Then he left us without saying good-bye.

It was a lesson he had learned from having seen so many accidents.

Note 4: Don't confuse *to* used as a preposition with *to* used as an infinitive marker. When *to* is a preposition it is followed by the gerund, but not by the infinitive.

I prefer driving to walking.

Do you object to doing work on Sunday?

Note 5: Negative structures are formed with *not*.

She is angry about not being invited.

No is often used with gerunds to say that something is not allowed, or is impossible. This often happens in notices and after **there is**.

NO SMOKING

NO PARKING

NO WAITING

She's made up her mind; there's no arguing with her.

PRACTICE 2

1. Study the following sentences paying attention to the syntactical functions of gerunds. Translate the sentences into your native language.

The subject

1. Preparing for lectures and seminars takes me a lot of time. 2. Being criticized in front of your peers is not very pleasant. 3. Having worked in the company for ten years made him a good specialist in marketing. 4. Having been overcome by his rivals didn't shake his self-confidence 5. Sorry, there is no smoking in the waiting room.

Part of the verb phrase (predicative)

1. I had to attend a certain number of seminars to get the certificate, and this meant travelling a lot. 2. The worst part was knowing that nothing could be

changed. 3. Most interesting hobbies are making things and learning things. 4. His principle was paying his debts on time. 5. His next step was being employed as soon as possible.

An object (direct or prepositional)

1. I don't fancy going all that way in such bad weather. 2. They can't bear being humiliated or talked about. 3. Their quarrel looked like going on for ever. 4. It doesn't seem impossible that scientists will in the future succeed in creating life in the laboratory. 5. This prevents people from seeing things from any point of view but their own.

An attribute

1. They have been sitting in the waiting room for two hours. 2. I don't want any of the staff to make a habit of coming late to work. 3. Do you feel the need for discussing this matter again? 4. What is your objection to choosing this candidate? 5. The man gave no sign of having understood.

An adverbial

(A) **Time:** 1. After being off work for five years she found it difficult to do her duties. 2. Since retiring from the Army he has been working as an instructor. 3. On arriving at the office we had found it locked. 4. At hearing his name Robert turned round. 5. In crossing the street one should be careful. 6. Think twice before having anything to do with such offers.

(B) **Manner:** 1. In doing so you positively help them instead of hindering them. 2. We celebrated winning the contract by going out to a restaurant. 3. Frank got into trouble through cheating at an exam.

(C) **Reason:** 1. On account of being unfamiliar with the subject he found it difficult to take part in the discussion. 2. Because of being nervous I couldn't answer all the questions during the job interview. 3. We can't understand you for not telling us the truth. 4. The community benefits from having good infrastructure. 5. We didn't mention it for fear of offending him. 6. Without having true friends you may feel lonely. 7. He couldn't find their office through being misdirected. 8. Owing to being conservative he is slow to respond to new ideas.

(D) Attendant Circumstances: 1. Instead of making an effort to do the work he usually gives up before he begins. 2. Besides teaching me something about the subject my training furnished me with an elementary knowledge of science and scientific method. 3. You went out without telling me anything. 4. Don't sign any papers without consulting your lawyer/solicitor.

(E) Concession: 1. In spite of knowing nothing about business he wanted to supervise everything. 2. He recognized her at once despite not having seen her for twenty years. 3. Despite neglecting his studies, Alan got his degree. 4. Despite having learned a great deal, I thought the course was too narrow based.

(F) Condition: 1. I won't be long in case of going there myself. 2. But for having learned English when a student I wouldn't have got that job. 3. In the event of getting a letter from them let us know about it. 4. Should you feel satisfied without taking advantage of that?

(G) Purpose: 1. With a view to improving his ability to speak French, he spends most of his holidays in France. 2. I can only use the computer for typing a text. 3. He hunted for a creative job with the object of doing what he liked.

PATTERNS WITH GERUNDS

2. Complete each sentence with a gerund formed from one of these verbs: a) work, be, wake up, feel, mention, publish, live, think, have to, kill; b) lose, see, calculate, travel, start, deliver, spend, apply, meet, have to.

- **Pattern: verb + gerund**

(A) 1. Dana admitted _____ hurt by what I had said. 2. He wisely avoided _____ the incident to the boss. 3. How can you defend _____ animals for scientific purposes? 4. The government delayed _____ the report until after the election. 5. She detests _____ to talk to people at parties. 6. I dislike _____ early on Sundays. 7. He enjoys _____ on his own. 8. Fancy _____ in this heat every day! 9. I can't help _____ that we've made a big mistake. 10. It's hard to imagine _____ in a place where there are no cars.

(B) 11. The job involves _____ abroad for three months each year. 12. How can you justify _____ so much money? 13. I don't want to miss _____ that documentary on television tonight. 14. This change will necessitate _____ all

over again. 15. I resent _____ get his permission for everything I do. 16. By criticizing his boss he risked _____ his job. 17. Ann dreaded _____ a lecture to such sophisticated audience. 18. I considered _____ for the job but in the end I decided against it. 19. Have you finished _____ the figures yet? The manager would like to have a look at them. 20. He still couldn't recall _____ us.

3. Choose the correct preposition.

- **Pattern: Verb + preposition + gerund**

1. I don't agree (on/with) being closely supervised and constantly controlled at work. 2. I apologized (in/for) losing my temper. 3. We are thinking (of/to) starting our own business. 4. These policies are aimed (at/to) achieving full employment. 5. You'll be employed to assist (at/in) carrying out public opinion polls. 6. He doesn't believe (for/in) asking for help if he can do a task himself. 7. The whole nation benefits (from/for) having an educated and skillful workforce. 8. Can you boast (about/of) achieving any success? 9. She often complains (of/about) not feeling appreciated at work. 10. He confessed (to/about) having the greatest respect for his opponent's work. 11. We are all counting (at/on) winning this contract. 12. He didn't feel (about/like) seeing the boss at the beginning of the working day. 13. I wouldn't dream (by/of) telling you how to do things. 14. If we can't get any funding we might well forget (about/of) doing research. 15. Paul insisted (in/on) checking everything himself. 16. We are looking forward (for/to) meeting you and your team at the seminar. 17. I objected (to/against) having to rewrite the article. 18. It seems you've only succeeded (at/in) quarrelling with everybody at work. 19. Please concentrate (into/on) listening to the participants carefully and refrain (with/from) criticizing. 20. Don't worry (about/of) typing the report – I'll do it later myself.

4. Match the halves of the sentences and put in the correct preposition. Choose from the following: *about, against, for, from (2), in, into, of, on, with.*

- **Pattern: verb + object + preposition + gerund**

1. They accused the professor _____	a) from falling asleep.
2. We managed to talk him _____	b) failing to invest enough in the
3. The lecture was so boring, I could _____	health service.

hardly keep myself ____	c) doing research.
4. We warned them ____	d) starting their experiments the following year.
5. Most respondents criticized the government ____	e) entering this saturated market.
6. My father is a lawyer and he discouraged me ____	f) stealing his assistant's ideas and publishing them.
7. I'd like congratulate you ____	g) giving away government secrets.
8. We should try to involve more students ____	h) entering this field.
9. They informed us ____	i) coming of age.
10. They charged him ____	j) taking part in the discussion.

5. Complete the sentences using one of the following nouns: *reputation, difficulty, interest, difference, purpose (2), reasons, excuse, success, objections.*

• **Pattern: noun + preposition + gerund**

1. There is a big _____ between knowing that something is true and being able to prove it. 2. They had great _____ in finding a replacement for John. 3. What's your _____ for being late this time? 4. I have no _____ in continuing this conversation. 5. Local residents raised strong _____ to closing the factory. 6. My _____ in writing this article was to draw attention to some urgent social problems. 7. People give different _____ for wanting to change jobs. 8. Did you have any _____ in persuading Alan to come? 9. Professor Gibson has a _____ for being strict but fair. 10. Making money is not the only _____ of conducting business.

6. Put in the correct preposition.

• **Pattern: adjective + preposition + gerund**

1. We were accustomed _____ working together in a team. 3. I didn't tell the news because I was afraid _____ upsetting you. 4. He's perfectly capable _____ looking after himself. 5. I had quarreled with the head of the department and was close _____ quitting the job. 6. She is actively engaged _____ shaping the company's policy. 7. Ann left because she got fed up _____ waiting. 8. My previous boss was fond _____ handing out advice to everybody he met. 9. I'm

not happy _____ having to stay after work on Friday. 10. She was intent _____ pursuing a teaching career. 11. Sheila is interested _____ starting her own business. 12. Most people don't realize the amount of effort involved _____ carrying out scientific research. 13. I wasn't keen _____ doing all that work by myself. 14. I'm not bad _____ writing reports but not good _____ making speeches, I'm afraid. 15. Were you successful _____ persuading him to change his mind? 16. I'm tired _____ sorting out all these papers. Let's have a break. 17. I'm nervous _____ saying the wrong thing during the interview. 18. She was grateful _____ getting the chance to work with the famous scientist. 19. He's responsible _____ recruiting and training new staff. 20. What's wrong _____ borrowing a little money and buying your own notebook?

GRAMMAR GUIDE 3: gerund complexes

NOUN IN THE POSSESSIVE CASE/POSSESSIVE PRONOUN + GERUND

A gerund clause can have a "subject", expressed by a noun or a possessive pronoun. Nouns denoting a person are in the possessive case.

Miss Smith's calling her to the office was a warning sign.

Do you mind my taking part in the project?

Sarah's laughing at my accent is getting on my nerves.

Note: Possessive forms are more formal and more likely to be found at the beginning of a sentence. In everyday speech, nouns in the nominative case and object pronouns are usually found.

It's a bit inconvenient you/your coming in late.

Do you mind me/my sitting here?

I'm fed up with Ann/Ann's leaving the door open.

EXPRESSIONS WITH -ING FORMS (GERUNDS OR PARTICIPLES)

- *It's no use/good _____ – It's no good trying to persuade me.*
- *There is no point (in) _____ – There's no point in starting something we aren't going to finish.*

There was no point waiting any longer.

• **It's (not) worth _____/_____ (not) worth _____** – *I don't think newspapers are worth reading.*

• **(Have) difficulty/problem/fun _____.**

• **There is no problem _____**

People often have great difficulty reading my writing.

You won't have any problem parking. / There won't be any problems parking.

We had fun taking part in the interactive workshop.

• **A waste of money/time _____** – *It was a waste of time listening to his report.*

• **Spend/waste time _____** – *He spent hours making final calculations.*

• **Be busy _____** – *They were busy repairing the device.*

• **Go/come (doing some activity) – Why don't you come jogging with us?**

PRACTICE 3

GERUND COMPLEXES: NOUN/PRONOUN + GERUND

1. Translate the following sentences into your native language.

1. It's no good **my saying** I'm sorry; that would be hypocritical. 2. **The boss's shouting** gets on my nerves. 3. **John's going** to sleep during the reception was rather embarrassing. 4. **Your coming** in late is a bit inconvenient. 5. At first I hadn't been sure that **my coming** there had been a good thing. 6. It makes no difference **your agreeing** or not. 7. Will your boss mind **your having taken** two days off without asking him? 8. What do you think of the prospects of **his being re-elected**? 9. Do you remember **their asking** you the same question? 10. I dislike **their asking** me personal questions. 11. Fancy **her saying** a thing like that! 12. Do you mind **the window being** open? 13. Fred got into trouble **through his partner cheating** him. 14. He asked me to look after the visitors **in the event of his being late**. 15. Not a day had passed **without their being given** explanations to the boss. 16. What I am annoyed with is **Sarah's laughing** at my accent. 17. **In spite of the book having been published** we couldn't buy it anywhere. 18. What can the company do to prevent **these rumours spreading**? 19. The delegation was late because they cancelled the train **owing to the**

railway being blocked. 20. They were counting on **George's not noticing** the mistake. 21. **His having been fired** was quite a surprise for us.

Grammar Guide 4: *-ing* and *-ed* forms

-ING FORMS

-Ing forms have a number of meanings. They can be:

- **participles** (*working* people; *using* all one's power; spend time *window-shopping*; go *sightseeing*);

- **adjectives**;

There are a large number of adjectives ending in *-ing*. Most of them are related in form to the Participle I, that is why they are sometimes called participial adjectives.

*He thinks poverty is a more **pressing** problem than pollution. / Who is the **acting** manager of the department now? / Some **enterprising** students are designing software.*

- **gerunds**;

Playing computer games is not my idea of fun.

- **nouns** (*beginning, building, finding, meaning, meeting*);

*Surveys conducted in other countries reported similar **findings**. / I sat down and read the book in one **sitting**.*

- **conjunctions**;

assuming	якщо, за умови що
considering	враховуючи, беручи до уваги
providing (that)	за умови, якщо тільки, у випадку якщо
supposing / presuming	якби, припустимо що

***Supposing** you heard that your friend had been fired, what would you feel? / I will take part in the seminar, **providing** that all of you take part too.*

- **prepositions**.

according to	відповідно до, залежно від, дивлячись на
barring/excepting / excluding	за винятком, крім
concerning	відносно, щодо

considering	зважаючи на, беручи до уваги, відносно щодо
depending on	залежно від
following	після, слідом
including	включаючи, в тому числі
owing	внаслідок, через, завдяки
regarding	щодо, стосовно

***Barring** any last-minute problems (=if there are none) we should finish the job by tonight.*

-ED FORMS

-Ed forms have a number of meanings. They can be:

- **verbs in the Past Simple;**

*Although they **wanted** to cut costs, they promised not to lay anyone off.*

- **participles** (funds *used* inefficiently, if *prepared* carefully etc);

- **adjectives;**

*Competition from **established** businesses can be formidable. / He couldn't stand the **strained** atmosphere at work any more.*

Some *-ed* adjectives do not make sense on their own, and an adverb is necessary to complete the sense: a ***cautiously worded*** statement, ***strongly motivated*** students.

- **conjunctions.**

granted that	за умови, що
provided (that)	за умови (що), якщо тільки, у випадку якщо

***Granted that** (=even though) he should send money to help with the bills, it doesn't mean he will.*

***Provided that** there is no opposition, we will hold the meeting here.*

SENTENCE ADVERBIALS

There are set expressions with *-ing* and *-ed* forms serving as **sentence adverbials (parenthesis)**, for example: *basically speaking, broadly speaking, generally speaking, frankly speaking, properly speaking, strictly speaking, roughly speaking, technically speaking, stated bluntly, put another way.*

Basically speaking, my boss is a nice person, but doesn't always show it.

Generally speaking, things are getting better.

Frankly speaking, I don't think your chances of getting the job are very good.

Strictly speaking, this cannot be called a technology, it is merely a technique.

Roughly speaking, I'd say 200 people have been interviewed.

The method, ***put another way***, is a magic wand in crisis situations.

PRACTICE 4

-ING AND -ED FORMS

1. Complete the sentences with either *-ing* or *-ed* forms derived from the verbs in bold.

Assume 1. _____ that you get a place at university, how are you going to finance your studies. 2. It is _____ that the country will eventually join the EU. 3. _____ current market conditions do not deteriorate further, the company can look forward to another year of growth. 4. Their theory _____ that all children learned in the same way. 5. They _____ that interest rates will go up again soon.

Concern 1. Such issues _____ all the staff. 2. We are trying to reach an agreement with all _____. 3. Scientists are still studying the facts _____ those phenomena. 4. She is most _____ to solve this problem. 5. I'll pass on your comments to the people _____.

Consider 1. Your suggestions will be carefully _____. 2. I'm _____ changing my job. 3. Have you _____ how difficult it is for the beginner? 4. We've decided to move but are still _____ where to go. 5. _____ that she's been only studying English for six months, she speaks it very well. 6. She is being _____ for the job. 7. People _____ him a bit strange. 8. That's your _____ opinion,

isn't it? 9. He did very well in his exams _____ that he had studied so little.
10. The time element should be _____ when planning the whole project.

Depend 1. The organization _____ on the government for most of its funding. 2. The expenses can vary enormously _____ on travel distances involved. 3. The country _____ heavily on its tourist trade. 4. I'm _____ on you to keep your promise. 5. The starting salary will be between \$10,000 and \$12,000, _____ on experience.

Except 1. He answered all the questions _____ the last one. 2. The people at this party are really boring, present company _____, of course. 3. High technology equipment would be _____ from any trade agreement. 4. History _____, Peter has made good progress in all subjects this term. 5. Dogs are not allowed in the shop, _____ blind people's guide dogs.

Exclude 1. Some of the data was _____ from the report. 2. There were thirty people in the hotel, _____ the hotel staff. 3. People under 21 are _____ from joining the club. 4. We have _____ labour costs from our calculations. 5. We _____ the possibility that someone of the staff could take the money.

Follow 1. The President walked to his car, _____ by a crowd of journalists. 2. They _____ the speaker's words with the greatest attention. 3. Payments may be made in any of the _____ ways: by cash, by cheque or by credit card. 4. The girl is _____ in her father's footsteps; she's going to be a doctor. 5. _____ the speech, there will be a few minutes for questions. 6. The _____ is the summary of the President's speech. 7. The agreement _____ months of negotiations. 8. On the _____ day I was meeting the suppliers again.

Owe 1. He seemed to think the world _____ him a living. 2. Our flight was delayed, _____ to the bad weather. 3. How much is _____ to you? 4. She _____ her success to good luck. 5. _____ to a lack of funds, the project will not continue next year. 6. The island _____ much of its prosperity to tourism. 7. He asked for help from a colleague who _____ him a favour.

Provide 1. You can borrow the car, _____ I can have it back at six o'clock. 2. Investing offshore is perfectly legal, _____ that all income is properly declared. 3. The hotel _____ a shoe-cleaning service for its residents. 4. Senior members of the government are _____ with research assistants. 5. The booklet _____ useful information about local services.

Regard 1. He's generally _____ as one of the best economists of the XIX century. 2. I have always _____ him highly. 3. Please write if you require further information _____ this matter. 4. _____ your recent enquiry, I have enclosed a copy of our new brochure. 5. The company is being questioned _____ its employment policy. 6. In modern societies, economics is _____ as the fundamental determinant of everything else. 7. I'm writing _____ your letter of May 31st. 8. There have been problems in your department _____ discipline. 9. _____ your recent inquiry, I have enclosed a copy of our new brochure.

Suppose 1. The law was _____ to help the poor. 2. Her _____ wealth is in fact a very small sum. 3. I _____ he seemed unfriendly because he was shy. 4. These _____ experts don't know anything. 5. Look, _____ you lost your job tomorrow, what would you do? 6. This type of problem occurs more frequently than is commonly _____. 7. The meeting was _____ to take place on Tuesday, but we have had to postpone it. 8. The new laws are _____ to prevent corruption.

PARTICIPLE VS GERUND

1. Participles and gerunds can be used in similar patterns and have the same functions in the sentence. Look at the sentences below and say whether the -ing form is a participle or a gerund.

1. Now he is *travelling* round the world *collecting* useful information for his research. – His recent hobby is *travelling* round the world and *collecting* old manuscripts. 2. I feel you are *not telling* me the whole truth. – There is *no telling* what happens next. 3. The only thing he thoroughly enjoyed was *working* in his laboratory. – He was still *working* in the laboratory when we came back. 4. I'd like to speak to the people *conducting* this survey. – The idea of *conducting* this survey seems very interesting. 5. *Taking* a short break is quite necessary. – *Taking* a short break now and then you can always keep yourself bright and cheerful. 6. On Sundays there are a lot of people *walking* or *jogging* in the park. – I've bought myself new *walking* shoes for *jogging* in the park. 7. We can't leave our office during *working* hours. – He spends a lot of hours *working* in his study. 8. He never hands in a test without *having checked* it over first. – *Having*

checked the test over he handed it in. 9. In *doing* your research it's necessary to collect information *carrying on* surveys and *interviewing* people. – While *doing* your research in sociology you will have to use such methods as *carrying on* surveys and *interviewing* people. 10. Some people *appearing* to be busy at first sight aren't really *doing* any work. – He had a gift of *appearing* to be busy without *doing* any work.

LANGUAGE FUNCTIONS: **Eliciting information from written sources**

1. Read the text about corporate social responsibility. Put special (wh-) questions to the text eliciting the most important information.
2. Using your questions as a plan write a short summary of the text. Remember to use appropriate linking words to connect the sentences. Make sure you state the topic in the first sentence and make a conclusion in the last sentence.

WHAT CSR?

Corporate Social Responsibility (CSR) is the responsibility firms have towards the people and environments affected by their businesses. Most large corporations now have a CSR programme that looks at where their responsibilities lie and how they should fulfil them. These responsibilities are normally seen as being not only towards 'stakeholders' – those directly involved in the business, including staff, customers, shareholders and the local communities within which a firm works – but also on a global level. Companies are expected to play a part in the sustainable development of societies, the economy and the natural environment.

Although CSR (or sustainable development) programmes are voluntary, various laws have been passed to force companies to act responsibly in certain areas. For example, in 1906, after Upton Sinclair's book *The Jungle* exposed scandalous practices in the meat-packing industry, the Food and Drugs Act was introduced to control the safety of foods and medicines in America. Today, this

job is done by the Food and Drug Administration (FDA). More recently, corruption in leading corporations has led many countries to strengthen their corporate-governance laws.

Most large companies recognize that it is in their interests to have a good CSR record. A reputation that has taken years to build can be destroyed in hours through a corruption or environmental scandal. A good CSR record can also help to improve a company's image and business, and it is useful in attracting customers and talented staff.

A good CSR programme can help to combine growth with doing good. This is especially so in developing countries, where many firms help to create new markets by investing in projects that raise the living standards in local communities. In South Africa, for example, large retailers – such as South African Breweries – train people to set up their own businesses, selling or delivering the sponsor company products. More generally, the focus of CSR has changed from a paternalistic philanthropy towards more active cooperation with communities, to transfer skills and help people become independent.

Concerns over issues such as climate change, resources depletion, the production of unsafe products, toxic waste and corruption mean that there is huge pressure on companies to prove their good citizenship. But although some countries require firms to report on their CSR, there is currently no single international CSR standard. Instead, there are some series of standards and guidelines that provide generally accepted reference points for improving CSR performance in specific areas. One example is the G3 guidelines on sustainability in social, environmental and economic areas, produced by the Global Reporting Initiative (GRI), an international network of experts on sustainability and transparency.

from Business Spotlight

UNIT 9

LANGUAGE FOCUS: VERBALS – INFINITIVE

GRAMMAR GUIDE 1: infinitive – forms and uses

INFINITIVE CLAUSES

You can use the following forms of the verb to make infinitive clauses.

FORMS

INFINITIVE	Active	Passive
Simple	(not) to V	(not) to be V ³ _{ed}
Continuous	(not) to be V _{ing}	—
Perfect	(not) to have V ³ _{ed}	(not) to have been V ³ _{ed}
Perfect Continuous	(not) to have been V _{ing}	—

Besides the ordinary simple infinitive (e.g. to work, to be done), there are also continuous and perfect forms. Continuous infinitives suggest that actions and events are/were/will be continuing around the time we are speaking about.

*It's nice **to be sitting** here with you. / I noticed that he seemed **to be** constantly **complaining**.*

Perfect infinitives can have the same meaning as perfect tenses or past tenses. You can also use perfect infinitives to talk about “unreal” past events: things that didn't happen.

*It's nice **to have finished** work. (= It's nice that I have finished.) / I'm sorry **not to have come** on Thursday. (= ... that I didn't come ...) / I meant **to have telephoned**, but I forgot. / You were **to have come** to the seminar. Why didn't you?*

Negative infinitives are made by putting *not* before the infinitive.

*You were silly **not to have locked** your car.*

Infinitives can be either active or passive, but they do not have a tense. Their time reference is usually clear from context or shown by the tense of the verb in the main clause.

USES

An infinitive can act as

- **the subject of a clause;**

To become a market leader is our aim.

Note that sentences with an infinitive phrase as their subject sound rather formal and usually replaced by an *-ing*-form or the sentence can begin with the introductory subject *It*.

Becoming a market leader is our aim. – It is our aim to become a market leader.

To have a well-paid job is his only dream. / It's nice to be working here with you.

- **a complement** (or predicative, i.e. used as part of the verb phrase);

Our aim is to become a market leader. / Things might improve. / The crisis in the company began to tell on everybody.

Note: A **for+infinitive phrase** is used if the subject of the infinitive is not the same as the subject of the sentence.

Our aim is for our product to become a market leader.

- **an object;**

They want to start their own family business.

- **an attribute** (replacing a relative defining clause after a superlative, an ordinal number or indefinite pronoun);

There's a lot of work to do. / There's nothing to be done. / She was the first to come and the last to leave. / He was the first to arrive.

- **an adverbial of**

purpose;

He came to London to look for work. / I'm going to leave now, so as not to be late. / I decided to take a year out to have a career break.

unexpected result/consequence (either pleasant or unpleasant);

Such examples are too numerous to be treated as exceptions. / She is wise enough to decide for herself. / She argued with her colleagues only to find out she was wrong. / Alice came to the office the following morning to learn (=and learned) that she had been promoted. / He rushed home (only) to find his flat burgled.

condition;

*He would do better **not to argue** with the boss now.*

• **a sentence adverbial (parenthesis).**

As parenthesis the infinitive is used as part of some set expressions, such as:
to begin/start with/to start (things) off – по-перше, перш за все, зпочатку; почати з того, що ...;

to sum up, to summarize – підсумовуючи все сказане, потрібно сказати, що ...;

to conclude (with) – на закінчення потрібно сказати, що _____;

to make/cut a long story short, to put it briefly – коротко кажучи;

to put it in a nutshell – підсумовуючи все сказане, коротко кажучи;

to crown/cap/top it all – на довершення всього;

to come back to/coming back to (the subject); to get back to the point/to return to the subject – повернемося до теми обговорення;

to put (it) in another way – інакше кажучи;

so to say/speak – так би мовити;

that is to say – тобто, інакше кажучи, іншими словами;

that is not to say – це (ще) не означає, що _____;

to put it more exactly, to be more exact/precise – якщо бути точним;

suffice it to say – досить сказати, що _____;

not to mention – не кажучи вже про _____;

to mention but/only (one, a few) – назовемо лише декілька, зокрема;

needless to add/mention/say – зайво додавати, згадувати, говорити; само собою зрозуміло;

to say nothing of – не кажучи вже про _____, не враховуючи;

to say the least – м'яко кажучи, без будь-яких перебільшень;

to put it no higher – говорячи без перебільшення;

not to say – щоб не сказати;

not to mention/speak of – не кажучи вже про _____, не тільки що;

to be on the safe side – про всяк випадок, для більшої вірності

to be sure – звичайно, безумовно, авжеж;

come to speak of it – якщо вже про це пішла мова; до речі;

come to think of it – подумавши, добре розміркувавши, якщо задуматися;

to say in all honesty – правду сказати, по правді кажучи;

to tell/say/speak the truth; to be truthful – правду кажучи, сказати правду, щиро кажучи, признатися;

to be (quite) frank/honest – відверто кажучи;

not to put a fine/too fine a point/upon it – говорячи прямо/щиро/відверто;

to make the matters/things worse – більш того, понад усе, на довершення всього (всіх неприємностей);

to put it mildly – м'яко кажучи;

to put it bluntly; to put/speak (more) plainly – просто кажучи;

to put it in its crudest terms – говорячи прямо, без натяків.

To begin with, I don't understand you.

He is acting, to say the least, rather rashly.

PRACTICE 1

INFINITIVE: FORMS AND FUNCTIONS

1. Study the sentences below and state (A) the form and (B) the function of the infinitives.

(A) 1. We were happy **to be starting** a new project. 2. I seem **to have left** my report behind. 3. It's awful **to be criticized** in public. 4. He ought **to have been studying** for an hour. 5. You are **to start** working at eight sharp. 6. I want the conference hall **to have been tidied up** by the time I get back.

(B) 1. **To find** a well-paid job is his only dream now. 2. We asked her **to explain** everything. 3. You are **to start** working at eight sharp. 4. It is a great mistake **not to take** a holiday now and then. 5. We'll have **to ask** whether **to go** on ahead with the project. 6. Needless **to say**, we hope that you use this money to further your research. 7. Don't you have a friend **to rely on**? 8. The problem was who **to turn to** for advice. 9. I have no idea how **to find** the answer. 10. You are lucky **to be working** in such a large company. 11. It was typical of him **to behave** like that. 12. Why did you find it necessary **to invite** her? 13. I left a message **to tell** her about Peter's call. 14. We had nothing **to lose**. 15. They never know what **to do** but they teach everyone how **to do** things. 16. **To crown** it all, he lost his job. 17. Such examples are too numerous **to be**

treated as exceptions. 18. They used **to hold** meetings at the conference hall. 19. Is there any way **to avoid** conflicts at work? 20. In order **to have** economic democracy you should think of having equal access to property. 21. The question is not important enough **to merit** a full examination. 22. She argued with her colleagues **only to find** out she was wrong. 23. **To know** everything is **to know** nothing. 24. The experience wasn't very pleasant **to endure**. 25. I came to the training centre **to discover** that the lecture had been cancelled.

THE TO-INFINITIVE USED AS THE SUBJECT

2. Paraphrase the sentences beginning them with *It*.

Model: To compare the functions of a manager with those of a commander used to be quite common. – *It used to be quite common to compare the functions of a manager with those of a commander.*

1. To fulfill this condition was hopelessly out of my power. 2. To say that I was very surprised is an understatement. 3. To take their offer seriously would be absurd. 4. To tackle such a problem before the advent of the computer would have been pointless. 5. To avoid making mistakes is always very difficult because to err is human.

THE TO-INFINITIVE USED AS PART OF THE VERB PHRASE

3. Put in one of the following verbs to make up meaningful sentences: *stick, interpret, foretell, take, determine, get, admit, find, produce, try*.

1. My advice to you is not to ____ it to heart and keep cool. 2. The next step will be to ____ a diagram of the system. 3. The experimental results were few and not easy to ____ 4. Our purpose has been to ____ the effect of such factors on people's behaviour in a group. 5. Now the only thing to do is to ____ the error. 6. How are we to ____ out of the present crisis? 7. The problem is to ____ the time for getting things done. 8. We are to ____ the general tendency rather than a particular development. 9. The least we can do is to ____ and understand it. 10. All we can do is to ____ to our position.

4. Read the following sentences and say whether the verb *be* is used as a link verb or as a modal verb?

1. The task of natural science *is* to give a true picture of the surrounding matter. 2. This discovery *was* to have a major effect on different fields of science. 3. We *are* to study the main economic laws functioning in modern society. 4. All we wanted to do *was* to help you in any possible way. 5. If we *are* to succeed in this investigation, we should plan everything carefully. 6. Our present concern *will be* to discuss the information obtained during the interviews. 7. In our experiment we *were* to compare four groups of people. 8. Our aim *was* to reduce the number of people on the waiting list. 9. The object of this experiment *was* to find the connection between the following factors. 10. Scientists claim that some new sources of cheap energy *are* to be found in the near future.

THE TO-INFINITIVE USED AS AN OBJECT

5. Complete the sentences with one of the following verbs:

a) afford; agree; aim, ask; attempt (=try); choose, desire; fail, help; hesitate.

1. I had to _____ to drive me home. 2. I think they'll _____ to resign rather than work for the new manager. 3. They haven't got used to living in this country and now _____ to go back home. 4. Jimmy _____ ed to arrive on time. 5. There's a lot to do. We can't _____ to waste any time. 6. I'll _____ to organize the corporate party; you won't be able to cope by yourself. 7. They _____ ed to meet again the following day. 8. Don't _____ to phone if you have any problems. 9. When do you _____ to start the project? 10. Don't even _____ to argue with him.

b) arrange, care (=like), decline (=refuse), hope, learn, manage, need, offer, plan, wish.

11. Unfortunately, they _____ ed to comment about the progress of the talks. 12. The newspaper was _____ ed to apologize for the article. 13. I _____ to make a complaint about one of your assistants. 14. You _____ to plan your work more carefully. 15. She _____ ed to meet the supplier in the afternoon. 16. However did you _____ to convince them? 17. We are _____ ing to arrive at about for o'clock. 18 Would you _____ to leave a message? 19. Where did you _____ to type so fast? 20. I'm _____ ing to hear from you soon.

c) decide, demand, can't wait, consent (=agree), prepare, pretend, promise, refuse, seek (=try), swear, tend, threaten, volunteer, vote, want.

21. I _____ to open this parcel. I'm just dying to do it. 22. He _____ ed to listen to what I was saying. 23. He walked into the office and _____ ed to see the manager. 24. We met Carol in the street the other day but she _____ ed not to see us. 25. We've _____ ed not to invite Isabel. 26. He rarely _____ s to do interviews. 27. They are still _____ ing to find a peaceful solution to the conflict. 28. Congress _____ ed to increase foreign aid by 10%. 29. They were busy _____ ing to go on holiday. 30. Do you _____ to pay by cheque or by credit card? 31. Luckily, one of our colleagues _____ ed to take us all in his car. 32. The manager _____ ed to fire him for being constantly late. 33. The finance minister has _____ ed to bring down the rate of inflation by the end of the year. 34. Fruit and vegetables tend to be cheaper in the market than in the supermarket. 35. When you give evidence in court you have to _____ to tell the truth.

THE TO-INFINITIVE USED AS AN ATTRIBUTE

6. Translate the following sentences into your native language.

1. The terms to be insisted on are as follows. 2. The instructions were hard to follow and we had a lot of questions to answer. 3. Give me the names of people to contact/ to be contacted. 4. A lot of people in the country have no money to buy food with. 5. Here are some more figures to be referred to later. 6. The particular method to be employed must be determined by cost and convenience. 7. This theory will be adequate for practical applications through centuries to come. 8. There are enough examples to illustrate the rule. 9. There are many problems to be solved. 10. There are some other points to be considered. 11. He spoke about the problems to be settled immediately. 12. Do you know who was the first to work out the laws of demand and supply? 13. Why discuss the matter with him? He is not the man to be trusted. 14. She was the last to join the group. 15. When export fell, steel industry was the first to be affected.

ATTRIBUTE VS PART OF THE VERB PHRASE

7. Compare the functions of infinitives in the sentences below.

1. These methods are *to be described* in the next chapter. – The methods *to be described* next were widely used some twenty years ago. 2. Which technique is *to be chosen* in this case? – The technique *to be chosen* in any particular case depends on a number of factors. 3. If the study is *to be continued*, you should reconsider the objectives. – We should discuss the stages of the study *to be continued*.

THE TO-INFINITIVE USED AS AN ADVERBIAL

8. Say in which sentences the infinitives are used to describe a) *purpose*, b) *result*, c) *attendant circumstances* or d) *condition*.

1. The Council has called an emergency session to discuss the crisis. 2. This method is not accurate enough to give reliable results. 3. They also formed two control groups in order to compare the information to be obtained. 4. The technique was so complicated as to be of only little use. 5. You'd better wait here, so as to be at hand if I want you. 6. It is such a small number as to be easily neglected. 7. He acted according to his conviction only to understand that nobody cared for his opinion. 8. The group are going to Austria to learn German. 9. It is too early to properly weigh the significance of this discovery. 10. To get the job you are to be interviewed first. 11. We will arrange the meeting so as to discuss the new rules. 12. I moved to a new flat so as to be near my work. 13. She arrived home to find that she had lost her keys. 14. He opened the door to find several visitors waiting for him. 15. At last we got to Amy's place, only to discover that she was away. 16. To reduce all this pollution they will need to spend a lot of time and money. 17. They opened the safe only to find that it was empty. 18. Is the database sufficiently large to be relied upon in our study? 19. She tried to persuade him not to do it only to realize that she failed to. 20. He isn't such a fool as to believe that sort of thing.

THE TO-INFINITIVE USED AS A SENTENCE ADVERBIAL

9. Complete the sentences with an infinitive phrase used as a sentence adverbial (parenthesis). Use each phrase once only. Choose from the following: *to make a long story short, to crown it all, to cut it short, so to speak, needless to say, to be frank, to say nothing of, to be more precise, to be sure, to speak the truth, to begin with, to put it mildly, to tell you the truth, to say the least, to sum it up.*

1. A good teacher should try, _____, to breathe life into his or her subject.
2. _____, I realized that I have no claims on them.
3. _____ I cherish a hope that one day this dream will come true.
4. _____, the factory was forced to close down.
5. _____, the psychologist was either a charlatan or a shrewd old rogue.
6. _____, I desperately need to brush up my English.
7. The effort required was immense, _____ the cost.
8. _____, I wouldn't call it awful, but the article isn't very well written.
9. _____ I'll have another breakdown if I stay any longer in this place.
10. _____, she lacks tact in expressing her views.
11. _____, they acquired a reputation of being a dangerous competitor.
12. The new assistant was terribly slow, _____, and spoke as if he was half asleep.
13. _____, I completely lost control of the situation.
14. _____, it's too early to say whether it works.
15. _____, they failed to do it.

SUBJECT VS PURPOSE ADVERBIAL VS PARENTHESIS

9. Compare the functions of infinitives in the sentences below.

1. *To find* the solution quickly was of prime importance. – *To find* the solution you will have to consider the following factors.
2. *To be* fully effective control must start with the managers themselves. – *To be* fully effective means to do everything properly and on time.
3. *To understand* the procedure, consider the following analogy. – *To understand* the procedure is important but not sufficient; it is only the first step.
4. *To tell the truth* is very important when answering the interviewer's questions. – *To tell the truth*, I don't think it very important to answer all those questions sincerely. – *To tell him the truth* you have to be either brave or impudent.

PATTERNS WITH INFINITIVES

1. Write one or two more sentences according to the models. Make all necessary changes.

Pattern: (be) + adjective (+ noun) + to-infinitive

Model: It is easy to answer the question. – *The question is easy to answer.* – *It is an easy question to answer.* / It is interesting to talk with him. – *He is an interesting person to talk with.*

1. It is important to consider the proposition. 2. It was very exciting to have such an experience. 3. It was rather expensive to buy that house. 4. It was a foolish thing to do. 5. It wasn't a very good idea to suggest. 6. It is a hard book to understand. 7. This language is difficult to learn. 8. The task is simple to perform. 9. The topic is not convenient to discuss in public. 10. Be careful. The chair isn't safe to sit on. 11. This staff is impossible to control! 12. It is hard to please her. 13. It is wrong to turn to him for help. 14. It isn't easy to persuade such people. 15. Such people are dangerous to deal with.

2. Put in one of the following adjectives: typical; unreasonable; mean; generous; unlucky; brave; careless; thoughtless; selfish; wrong; clever; foolish; stupid; thoughtful; good; kind; rude; silly; unwise; unfair. In some sentences more than one answer is possible.

Pattern: be / how+ adjective + of + noun phrase + to-infinitive

Model: *It's nice of you to phone me.* / *How kind of you to help him!*

1. How _____ of you to speak in front of all those people! 2. It was _____ of you to go out without locking the door. 3. How _____ of you to mend my watch! 4. It was _____ of us to trust them. 5. How _____ of your friends to lend us all that money. 6. It was _____ of you to come. 7. It was _____ of you to offer, but I don't need any help. 8. How _____ of them not to invite us. 9. I think it was _____ of them not to phone and say they were not coming. 10. It was absolutely _____ of him to interrupt the speaker. 11. It was _____ of you to blame her for something that wasn't her fault. 12. It was _____ of him not to follow the instructions. 13. It is _____ of her to keep medicines in a place that can be reached by children. 14. It's _____ of you to work so hard without having a rest. 15. It was really _____ of you to remember her birthday. 16. It was _____

of her not to tell you where she was going. 17. It was _____ of me to lose my temper. 18. It was _____ of him to ask that question. 19. It was desperately _____ of her not to win. 20. How _____ of him to behave like that!

Pattern: noun + to-infinitive

3. Complete the second sentence with the noun related to the verb or adjective in the first sentence.

Model: I need to answer these e-mails. – *Is there really any **need** to answer every single e-mail?*

1. Laura is determined to succeed in her career. – You have to admire Laura's _____ to succeed. 2. Are you able to communicate effectively? – The _____ to communicate effectively is very important. 3. The government attempted to reduce unemployment but failed. – Any _____ to reduce unemployment below this rate was sure to fail. 4. She refused to discuss her decision to quit the group. – Her _____ to discuss her decision to quit the group was rather strange. 6. Mike was reluctant to share information. – We didn't understand his _____ to share information. 7. We intend to be number one distributor of health products. – It is our _____ to be number one distributor of health products. 8. They failed to reach an agreement. – They didn't want to speak about their _____ to reach an agreement. 9. He was eager to succeed at any price. – His _____ to succeed was rather amazing. 10. The government decided to raise taxes. – The government's _____ to raise taxes has proved unpopular.

4. Complete the sentences with one of the following nouns: *time, scheme, reason, proposal, tendency, way, attempt, offer, chance, obligation.*

1. The committee put forward a _____ to reduce bonuses. 2. What is the best _____ to learn a language? 3. Employers have an _____ to treat all employees equally. 4. Greg's _____ to be critical made him unpopular with his co-workers. 5. I've got no _____ to discuss it. 6. They've adopted a new _____ to help young people to find work. 7. They must have a good _____ to do it. 8. In an _____ to diffuse the tension I suggested that we break off for lunch. 9. I'm sure that his _____ to resign will be accepted. 10. Ralph was waiting for a _____ to introduce himself.

Pattern: *wh*-word + to-infinitive

5. Below are some of the words and expressions that can come before the *wh*-word. Study the examples and make up sentences of your own using the prompts.

Verb + *wh*-word + to-infinitive: *choose, decide, explain, find out, know, learn, remember, say, understand, wonder, work out.*

I just don't know what to say.

Verb + indirect object + *wh*-word + to-infinitive: *advise, show, teach, tell.*

No one told me where to meet you.

Verb + preposition + *wh*-word + to-infinitive: *think about, worry about.*

Have you thought about how to explain this to the rest of the staff?

Noun + preposition + *wh*-word + to-infinitive: *decision on, guidance on / about, information about, instructions on, problem of, tips on.*

I need some guidance on how to plan my work.

Adjective + *wh*-word + to-infinitive: *not sure, obvious.*

We weren't sure how much to add to the bill.

Idioms + *wh*-word + to-infinitive: *not have an idea, not have a clue.*

We haven't got the slightest idea where to look for the documents.

1. Have you decided how many copies ____? 2. Don't you remember how ____? 3. Can you explain to us how ____? 4. Try to find out when _____. 5. Do you know where ____? 6. I'd like to learn how _____. 7. She didn't say how much money _____. 8. I don't have a clue what _____. 9. I just can't understand how _____. 10. I was wondering whether _____. 11. Let me work out what _____. 12. The instructor taught us how _____. 13. They showed her which way _____. 14. They'll advise you where _____. 15. Did the manager tell you what task ____? 16. Don't worry about what _____. 17. We haven't thought yet about whose offer _____. 18. Have you got instructions on how ____? 19. There have never been any problems of where _____. 20. I'm not sure whether _____ or not.

GRAMMAR GUIDE 3: bare infinitives

INFINITIVES WITHOUT *TO*

The marker *to* is normally used before infinitives. (Note that this *to* is not a preposition; after the preposition *to* we use gerunds.) But there are some cases when the infinitive is used without *to* (the so-called *bare infinitive*):

- **after modals** *will, would, shall, should, can, could, may, might, needn't and must*. We also use the infinitive without *to* after modal phrases *had better, would rather*;

You should have warned us beforehand. / I'd rather wait here. / We'd better start at once.

- **after some verbs followed by object + infinitive**, such as *let, make, see, hear, feel, watch, notice*. The verb *help* can also be used in this way;

She made them all work. / I won't let you do it. / I didn't see you come in. / Could you help me (to) check the figures?

This structure is also possible with *have* (meaning “cause somebody to do something” or “experience”) and *know* (meaning “experience”).

I'm ready to see Mrs Hansen. Have her come in, please. / I had a very strange thing happen to me some day. / I've never known him (to) behave like this.

Note that in passive versions of these structures the infinitive with *to* is used.

She was heard to say that she disagreed. / I was made to write everything down in detail.

- **after *why* (*not*)** introducing questions and suggestions;

Why pay more at other shops? We have the lowest prices. / You're looking tired. Why not take a holiday?

- **after *and, or, except, but, than, as and like***. When two infinitive structures are joined by the above words, the second is often used without *to*.

It's easier to do it yourself than explain to somebody else how to do it. / He'd sooner die than borrow money from anybody. / I'm ready to do anything now but write the report. / I can't but agree to his terms. / Rather than wait for the bus any more, I decided to go home by taxi.

- **after *do***.

Expressions like *All I did was _____, What I do is _____*, etc can be followed by an infinitive without *to*.

All I did was (to) tell him the truth.

PRACTICE 3

BARE INFINITIVE

1. Choose the correct alternative. Say in which sentences both variants are possible.

1. I'll let you *to know/know* my holiday dates next week. 2. All I wanted *to do/do* was *to cut/cut* the formalities short and *to get down to/get down to* business. 3. I should *to have been working/have been working*, not chatting with you. 4. You ought *to be/be* more careful with money. 5. We'd better not *to be/be* late for the meeting. 6. I'll have the porter *to bring up/bring up* your bags. 7. They cannot but *to support/support* your project, otherwise they won't be able *to get/get* any profit. 8. The only thing I can *to do/do* is *to apologize/apologize*. 9. Why not *to take part/take part* in this business? 10. Who made you *to stay/stay* here and not to go/go away? 11. We were made *to explain/explain* everything in writing. 12. What they did was *to fire/fire* him. 13. I'd rather *to tell/tell* her what I think about their proposal. 14. They were seen *to drive away/drive away*. 15. Susan would sooner *to miss/miss* her classes than *to refuse/refuse to go/go* to the disco. 16. We had nothing *to do/do* except *to look/look* at the posters. 17. I've never known him *to say/say* thank you to anybody. 18. She was heard *to say/say* that she disagreed. 19. I'd like *to sit down/sit down* and *to have/have* a rest. 20. She needn't *to do/do* all this work by herself.

GRAMMAR GUIDE 4: infinitives versus gerunds

Verbs followed by infinitives:

(A) Verb + infinitive

afford	мати змогу; дозволяти собі	learn	вчитися, дізнаватися
agree	погоджуватися; однієї думки	manage	впоратися, ухитритися
aim	прагнути, намагитися	offer	пропонувати, висувати
appear	здаватися, виявлятися	plan	планувати, мати намір
arrange	домовлятися; приходити	pretend	прикидатися, вдавати;

	до згоди		претендувати
claim	твердити; заявляти	promise	обіцяти, подавати надії
decide	вирішувати	prove	доводити; віявлятися
deserve	заслужувати; бути гідним	refuse	відмовляти(ся), заперечувати
fail	не досягти; не зробити; не вдатися	seem	здаватися, уявляти
forget	забувати, не пам'ятати	tend	мати тенденцію
hope	сподіватися; покладати надію	threaten	погрожувати, загрожувати

*We failed **to attract** their attention.*

*The situation threatened **to get** worse.*

(B) Verb + (object) + to-infinitive

ask	питати, просити, запрошувати	would like	хотілося б
beg	просити, благати	would love	хотілося б
expect	чекати, думати, припускати	would hate	дуже не хотілося б
help	допомагати, сприяти	would prefer	віддавав би перевагу
mean (=intend)	мати намір		
want	хотіти, бажати		

*We **expected to be** late.*

*We **expected you to be** late.*

(C) Verb + object + to-infinitive

get (= persuade, arrange for)	примушувати; влаштовувати	teach	вчити, викладати
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enable	давати змогу	tell	наказувати
invite	запрошувати, приваблювати	order	наказувати
force	примушувати, нав'язувати	persuade	умовляти, переконувати
remind	нагадувати	warn	попереджати, застерігати

*Can you **remind me to phone** Dr White tomorrow?*

Verbs and Phrases Used with Infinitives and Gerunds

1. Either gerunds or to- infinitives are used with little or no difference in meaning after: *begin, start, continue, like, love, hate, prefer, attempt, intend, bother, can't bear.*

We intend buying/to buy some new equipment.

Don't bother locking/to lock the door.

Note 1: After continuous forms of *begin* and *start*, infinitives are preferred.

I'm beginning to learn German.

Infinitives are also used with *understand, realize* and *know*.

He started to realize that if you wanted to eat you had to work.

Note 2: To talk about enjoying activities in general, we can use gerunds or infinitives after *like*.

I really like walking/to walk in the woods.

A gerund is used when we talk about enjoying something on one occasion. An infinitive is used to talk about choices and habits.

I really liked working with you on the project last month.

I like to read my mail early in the morning.

I didn't like to disturb you at home.

Note 3: When we say that we prefer one activity to another, two gerunds can be used.

He prefers doing everything by himself to working in a team.

Prefer can also be followed by an infinitive.

She prefers to make toys for children rather than buy them.

Note 4: After *would like, would love, would hate* and *would prefer* infinitives are normally used.

I'd like to tell you something.

"Can I give you a lift" – "No, thanks, I'd prefer to walk.

2. These verbs and phrases can be followed by gerunds or infinitives with a difference in meaning:

GERUND	TO-INFINITIVE
remember/forget	
<i>I clearly remember locking the door.</i> <i>I'll never forget going to Paris on summer holidays. — to look back at the past (at things that we did).</i>	<i>I remembered to lock the door when I left.</i> <i>Don't forget to type those papers, please. — to look forward in time</i>
go on	
<i>The boss went on talking for half an hour. — in the sense of "continue".</i>	<i>After discussing the performance, he then went on to talk about our plans. — to refer to a change of activity.</i>
regret	
<i>He regrets leaving school at 14. — to look back at the past (at something we are sorry we did).</i>	<i>We regret to say that we are unable to help you. — to report bad news, mostly with the verbs announce, inform, say, tell.</i>
advise, allow, permit, forbid, encourage, recommend	
<i>I wouldn't advise taking the car — there's nowhere to park. — in active clauses if there is no object after these verbs.</i>	<i>I wouldn't advise you to take the car — there's nowhere to park. — in active clauses if there is an object after these verbs.</i> <i>People are not permitted to smoke in the lecture room. — in passive clauses.</i>

try	
<i>We tried apologizing and repairing the damages, but she still wouldn't speak to us.</i> – to talk about making an experiment (doing something to see what will happen).	<i>I tried to open the door, but the key wouldn't turn in the lock.</i> – to talk about making an effort to do something difficult.
stop	
<i>I stopped reading this journal.</i> – to refer to the end of some activity.	<i>I stopped to buy a newspaper.</i> – to refer to purpose.
help	
<i>I couldn't help overhearing them because they were talking very loudly.</i> – to mean that we can't stop ourselves even if we don't want to do it.	<i>Can you help me (to) move that table?</i> – in its usual meaning of “aid” or “assist”.
need	
<i>The batteries in the radio need changing.</i> – to say that something needs to be done.	<i>The batteries in the radio need to be changed.</i> – with passive infinitives. <i>He needs to work harder if he wants to make progress.</i> – to say that it is necessary for us to do something.
mean	
<i>If you want to pass the exam it will mean studying hard.</i> – in the sense of “involve”, “have a result”.	<i>I don't think she meant to insult you.</i> – in the sense of “intend”.

learn, teach	
<i>She goes to the courses twice a week to learn typing.</i> – to refer to lessons or subjects of study.	<i>She taught herself to type.</i> – to talk about the results of the study (about successfully learning a skill).
be afraid/ashamed	
<i>He doesn't like to make suggestions because he is afraid of being criticized or laughed at.</i> – to talk about fear of things that happen accidentally.	<i>I'm not afraid to tell her the truth.</i> – to talk about things we do intentionally.
be sorry	
<i>I'm sorry for/about losing my temper this morning.</i> – to refer to past things that we regret.	<i>I'm sorry to have woken you up.</i> – to refer to past things that we regret (with perfect infinitives) <i>Sorry to disturb you. Could I speak to you for a moment?</i> – to apologize for current situations (things that we are doing or going to do, or that we have just done.)
be/seem certain/sure	
<i>He seems very sure of passing the exam.</i> – to refer to the feelings of the person we are talking about.	<i>He is sure to succeed (= I am sure that he will succeed)</i> – to refer to the speaker's or writer's own feelings.
be interested	
<i>I'm interested in working in Italy. Do you know anybody who could help me?</i> – to talk about a	<i>I was interested to read in the paper about that discovery.</i> – to talk about reactions to things we learned.

wish to do something.	
Note: To talk about a wish to find out something, both gerunds and infinitives are common. <i>I'm interested in finding out/to find out how they coped with the task.</i>	

PRACTICE 4

INFINITIVE VS PARTICIPLE

1. Study the following sentences and compare the use of the participles and infinitives.

1. I once heard him *give* a talk on Japanese politics. – As I walked past his office I heard him *talking* on the phone. 2. We conducted all the tests in the manner just *described*. – The method *being described* can be used universally. – The tests can be conducted in the manner *to be described* later. 3. The people *being observed* now and *to be observed* in our next experiment come from different layers of society. 4. The facts *discussed* above and *to be considered* in more detail later, can no longer be ignored. 5. The success of a theory is partly judged by its success in explaining a wide range of phenomena both *known* and yet *to be detected*.

INFINITIVE VS GERUND

2. Both the to-infinitive and the gerund can be the subject of a sentence. In subject position, the gerund is much more usual than the to-infinitive. But there are structures in which the to-infinitive is preferred. Look at the following sentences and choose an appropriate or more commonly used form.

1. *Keeping/To keep* a copy of the documents was a good idea. 2. It was a good idea *to keep/keeping* copies of the documents. 3. *Being liked/To be liked* doesn't count so much in politics as outsiders think. 4. There's nothing you can do about the situation, so it's no use *to worry/worrying* about it. 5. It was silly of you *mentioning/to mention* that in her presence. 6. Which is it better: *to listen/listening* to a lecturer or *to look/looking* through someone's notes of the

lecture? 7. It's a nuisance *to have/having* no useful information at hand. 8. It's an important thing *to agree/agreeing* on this matter. 9. It was quite an experience *to do/doing* our own project. 10. So you think it is worth *reading/to read* this book?

3. Some verbs in this exercise take either a to-infinitive or a gerund without any noticeable change of meaning. Say in which of the following sentences only one option is correct and in which both options are possible.

1. ***Begin, commence, start:*** I'm beginning *to understand/understanding* what he means. I began *teaching/to teach* in 2005. I'll begin by *thanking/to thank* you all for being here today. He began *realizing/to realize* how responsible his post was. After waiting for an hour, the visitors started *to complain/complaining*. What Kerry said started me *thinking/to think*. They will commence *building/to build* the new office immediately.

2. ***Continue, go on, keep (on):*** They ignored me and *continued to discuss/discussing* something. Mr O'Brian went on *to work/working* until he was 90. You just have to keep on *trying/to try*. Keep *going/to go* until you get to the traffic lights and then turn left.

3. ***Adore, like, love, enjoy, fancy, imagine:*** She adores *taking part/to take part* in various competitions and contests. Young children enjoy *to help/helping* round the house. We'd love you *to come/coming* and stay/staying with us. My father loves *listening/to listen* to classical music. We all love *to talk/talking* about ourselves. I like *to get up/getting up* early so that I can have a run before breakfast. I didn't like *to disturb/disturbing* you while you were eating. Would you like *to come/coming* to lunch on Sunday? Sorry but I don't fancy *going/to go* out tonight. Fancy *to meet/meeting* you here! I can't imagine myself *walking/to walk* all that way. Imagine *doing/to do* a horrible job like that!

4. ***Can't bear, can't endure, can't stand, detest, dislike, dread, hate, loath, resent:*** I can't bear *writing/to write* reports. Lily can't stand *working/to work* in an office. I can't stand people *smoking/to smoke* around me when I'm eating. We can't stand *to hear/hearing* you arguing. He couldn't endure *to be treated/being treated* like that; so he decided to raise the issue at the next meeting. It's not just that I don't like computer games – I absolutely detest *to play/playing* them. I really dislike *apologizing/to apologize* for what I didn't do. I dread *to think/thinking* what other people may think. She dreaded *having/to have* to tell

him what had happened. I just hate *to see/seeing* you making a fool of yourself. I hate *to bother/bothering* you but did you pick up my keys by mistake? We hate *to see/seeing* the countryside spoiled. I hate *to stay/staying* after work on Fridays. My husband absolutely loathes *shopping/to shop*. He loathed *making/to make* public speeches. Louise bitterly resented *being treated/to be treated* differently from the men. I strongly resented *having/to have* to work such long hours.

5. Bother, desire, intend, mind, prefer, want, wish: Don't bother *to wait/waiting* for me – I'll catch you up later. They desired *returning/to return* home as soon as possible. I certainly don't intend *waiting/to wait* here all day. I don't mind what *to do/doing* – It's your decision. Do you mind *chairing/to chair* the meeting? I'm not feeling well. Would you mind *to open/opening* the door for me? When travelling for pleasure, Helen prefers *to go/going* by train *to fly/to flying*. When travelling on business, Helen prefers *to go/going* by train rather than *fly/flying*. Helen would prefer *taking/to take* a guided tour. Is there anything specific you want *to learn/learning* about? We wish *making/to make* a complaint about one of your workers.

4. With some verbs and phrases, the choice of a to-infinitive or a gerund depends on the meaning.

(A) Put the verbs in brackets into the correct form explaining your choice.

1. I must remember (post) this letter today. It's important. – I can remember (post) the letter. It was on Friday morning. 2. A few minutes before the presentation started, I realized I had forgotten (take) the handouts with me. – I'll never forget (make) my first presentation when I didn't remember (bring) the handouts. 3. We regret (inform) you that we are not taking on any new staff at present. – It was a difficult month. We regret (not/take on) some part-time workers. 4. I'm trying (run) this computer program. – I tried (click) on the box, but it doesn't work. 5. I can't hear anything. Please stop (talk) all at once. – It's time we stopped (think) about our next move. 6. I'm applying for a visa; it means (fill in) this form. – I think Nick didn't mean (insult) you. 7. The teacher introduced herself and went on (explain) the course. – The teacher told everyone to be quiet, but they just went on (talk). 8. The player isn't working. I need

(replace) the batteries. – The batteries in the player need (replace). 9. I can't help (feel) that there has been a mistake. – I can't help you (type) your letters now. I'm finishing my report. 10. You must learn (treat) the client as a person, not a bag of money. – Where did you to learn (type)? 11. When I was young, we were taught (treat) older people with respect. – They teach fast (read) using different methods. 12. The consultant advised us (change) advertising methods. – She advised to (use) outdoor advertising. 13. Do you allow candidates (use) dictionaries in this examination? – These circumstances allowed (reach) an agreement. – People in prison in the UK are not allowed (vote) in elections. 14. They don't permit the visitors (to enter) this part of the building. They don't permit (enter) this part of the building. 15. They were forbidden (leave) their working places till lunch time. – The company rules forbid (use) any company equipment for private purposes. 16. Dana's parents encourage her in her ambition (become) a researcher. – They encourage (conduct) investigations in this promising field of knowledge.

(B) Choose the correct alternative. Explain your choice. In which sentences both variants are possible?

Be interested to do/in doing: 1. Simon is interested *in collecting/to collect* stamps. – Simon would be interested *to see/in seeing* your collection. – Simon was interested *in seeing/to see* your collection. 2. Julia is interested *in starting/to start* her own business. 3. Ask George for his opinion. We'd be interested *in knowing/to know* what he thinks.

Be pleased to do/about doing: 1. Karen was pleased *to win/about winning* a prize. 2. I'm pleased *about meeting/to meet* you.

Be afraid to do/of doing: 1. The old man is afraid *to cross/of crossing* the street. – He's afraid *of being hit/to be hit* by a car. 2. I don't usually carry my passport with me. I'm afraid *to lose/of losing* it. 3. I was afraid *of telling/to tell* the manager about the delayed order.

Be ashamed to do/of doing: 1. I'm ashamed *of making/to make* mistakes in my English. – I'm ashamed *to open/of opening* my mouth.

Be anxious to do/about doing: 1. Jane was anxious *about making/to make* a mistake. 2. Corrine was anxious *to get/about getting* home as soon as possible.

Be/seem sure/certain to do/of doing: 1. Don't ask Michael to greet the visitors. He is sure *to get/of getting* nervous and say/saying something stupid. 2. Michael seems very sure *of making/to make* a good impression on the visitors.

(Be) sorry to do/for doing: 1. I'm sorry *to have made/for having made* such a fuss. 2. Sorry to disturb you/for disturbing you, but can I have a word? 3. I'm sorry *to tell/for telling* you this, but your work is not of the required standard. 4. I was sorry *to hear/for hearing* about your mother. 5. I'm sorry *for being/to be* late last night. I didn't realize the time. 6. Sorry *to disturb/for disturbing* you but have you got a pen I could borrow?

Agree to do/with doing: 1. I don't agree *with dumping/to dump* waste in the sea 2. We all agreed *to meet/with meeting* the next day.

Tell sb to do/about doing: 1. I told you *to lose/about losing* my credit card, didn't I? – I told you *about keeping/to keep* that card safe.

Remind sb to do / of doing: 1. This reminds me *to ski/of skiing* in the Alps years ago. 2. Why didn't you remind me *of listening/to listen* to the weather forecast?

GRAMMAR GUIDE 5: infinitive clauses

INFINITIVE CONSTRUCTIONS

1. For + to-infinitive structure

- **For + noun/object pronoun + to-infinitive**

The above structure is very common in English. It is used when an infinitive needs its own “subject” and has the same functions in the sentence as the ordinary infinitive.

For us to fail now would be a disaster.

It would make me very happy for this candidate to lose the election.

- **Adjective + for + object + infinitive**

The *for + to-infinitive* construction can be used after certain adjectives which express wishes and other personal feelings about the importance or value of future events: *anxious, eager, delighted, reluctant, willing*.

I'm eager for the presentation to be a success.

- **It ... + adjective + for + object + infinitive**

For-structures with the preparatory *It* are common with many adjectives expressing possibility, importance, urgency, frequency and value judgements:

easy, essential, good, important, impossible, unnecessary, strange, usual, vital, necessary, pointless, unimportant, normal, rare, right, wrong. Note that *likely* and *probable* are not used like this.

It seems unnecessary for him to start work this week.

The manager is likely to arrive this evening.

But: It's probable that he will be in a bad temper.

- **Noun + for + object + infinitive**

The structure can also be used after nouns in expressions with meaning similar to the adjectives listed above: *time, a good/bad idea, plan, aim, need, request, mistake, shame.*

It's time for everybody to start working.

- **Indefinite pronoun/adverb + for + object + infinitive**

Something, anything, nothing, somebody, anybody, nobody, somewhere, anywhere, nowhere are often followed by *for + object + infinitive*.

I must find somewhere for my daughter to practice the piano.

- **Verb + for + object + infinitive**

Verbs which are normally followed by *for* can often be used with this structure: *arrange, ask, hope, look, pay, wait*. A few other verbs can be used like this: *suit, take (time)*.

Anne asked for the designs to be ready by Friday.

When will it suit you for us to call?

It took twenty minutes for me to find the papers.

- **After too and enough**

A *for*-structure is often used after *too* and *enough*.

I explained enough for everybody to understand.

There are too many applicants for me to talk to all of them.

- **For there to be**

The infinitive of *there (be)* structure can be used after *for*.

I'm anxious for there to be plenty of time for discussion.

2. Complex Object: verb + object + infinitive

1. Some common verbs that can be followed by **object + to-infinitive**: *advise, allow, ask, (can't) bear, beg, get (= "cause, persuade"), cause, command, compel, encourage, expect, forbid, force, get, hate, help, instruct,*

intend, invite, like, love, mean, need, oblige, order, permit, persuade, prefer, recommend, request, teach, tell, tempt, trouble, want, warn, wish.

See if you can get the car to start.

Get George to help us if you can.

Our main task is to help the company (to) become profitable.

We do not wish our names to appear in the report.

Some verbs that refer to thoughts, feelings and opinions can be followed by **object + to-infinitive** in a formal style: *believe, consider, feel, find, know, think, understand*. In an informal style, that-clauses are more common. *To be* can be dropped after *consider*.

They believed her to be reliable. (= They believed that she was reliable.)

The testers found this bicycle to be the best value for money.

We considered him (to be) an excellent choice.

2. *Let, make* (= “cause”), *have* (= “cause, order, instruct”), *see, hear, feel, watch, notice*, and sometimes *know* (= “experience”) and *help* are followed by **object + bare infinitive**.

She didn't let us see what she was doing.

I can't make the machine work.

I'm ready to see Mr Smith. Have him come in, please.

The manager had everybody fill out the form.

I've never known it (to) rain like this.

Can you help me (to) find my keys?

Note 1: In passive structures the *to-infinitive* is used.

She was made to repeat the whole story.

Note 2: Verbs of perception can be followed by **object + bare infinitive or object + -ing form/-ed form**. After these verbs, an infinitive (and an *-ed* form for expressing a passive meaning) suggests that we hear or see the whole of an action or event; an *-ing* form suggests that we hear or see something in progress, going on. After *can/could see/hear*, only the *-ing* structure is used.

I saw her cross the street. (= I saw her cross it from one side to the other.)

I saw her carried away by the ambulance. (She was carried away by the ambulance. I saw it.)

I saw her crossing the street. (= I saw her in the middle, on her way across.)

I could see John getting on the bus.

3. Complex Subject

- **Subject + active verb + infinitive**

These verbs in the active form are followed by a to-infinitive: *appear, seem, prove, turn out, come out, happen, chance.*

As it happened their advice proved to be wrong.

His statement turned out to be false.

- **Subject + passive verb + infinitive**

These verbs in the passive form are followed by a to-infinitive: a) verbs of senses: *hear, see, observe, watch*; b) verbs of mental activity: *believe, know, consider, suppose, expect, think, understand*, c) verbs of reporting: *say, report*; d) verbs of permission and inducement: *make, force, allow, let*. We can use not only simple but also continuous and perfect forms of infinitives.

For a long time his assumption was considered to be correct.

Seven people are understood to have been injured in the accident.

- **Subject + (be) + adjective + infinitive**

Some adjectives are followed by a to-infinitive which denotes an action referring to the future: *due, liable, (not) likely, unlikely, certain, sure, bound*.

The conference is due to start in three weeks' time.

My own feeling is that the decision is liable to offend many people.

I'm likely to be busy tomorrow.

He's unlikely to agree.

He is sure/certain to win – the other candidate hasn't got a chance.

You've done so much work that you are bound to pass the exam.

PRACTICE 5

INFINITIVE CONSTRUCTIONS: FOR + OBJECT + TO-INFINITIVE

1. Translate the sentences below into your native language.

1. It's for you to decide what to do. 2. It is necessary for all of you to observe these rules. 3. It is not usual for the manager to come so early. 4. The tendency was for the staff to discuss things at lunch. 5. He is not an easy man for us to get on with. 6. All I want is for you to get out of my sight. 7. The sensible thing is for him to go away. 8. She didn't want for this to happen. 9. I waited

patiently for him to answer. 10. Don't look for someone to solve your problems. 11. The company will arrange for a taxi to meet you at the airport. 12. She longed for the chance to speak to him in private. 13. Civil rights groups pleaded for the government to take measures. 14. Congress voted for foreign aid to be increased by 10 %. 15. I sat waiting patiently for the ceremony to end. 16. At present few opportunities exist for citizens to act as participants in public life. 17. It is the only really important problem for our generation to solve. 18. The only conclusion for us to make is the following. 19. The matter is not serious enough for you to worry about. 20. The task is too difficult for them to cope.

2. Use your own ideas to make up sentences according to the models.

Add any necessary words you need.

Model : It is useless to interfere. – *I think it's useless for us to interfere.*

1. It is safer to have a spare key. 2. It is disgraceful to publish such lies. 3. Is there any chance to find a good job? 4. The best thing to do is to confess. 5. Their office wasn't easy to find. 6. It seems a problem to make a choice in such a situation. 7. It is impossible to resist this sort of temptation. 8. They are anxious to enter the University. 9. Here's the fax message to be translated. 10. He has done enough to be hated by everybody.

3. Paraphrase the sentences using the *for + to-infinitive* construction.

Model 1: You should find somebody who you could turn to for help. – *You should find somebody for you to turn to for help.*

1. That's the room where you can work. 2. This is one of the problems they will have to solve. 3. Here are the instructions that you must follow. 4. He will always find anybody he may have a talk with. 5. Here are the articles that we should look through.

Model 2: Three conditions are to be fulfilled so that you could succeed. – *Three conditions are to be fulfilled for you to succeed.*

6. Under what conditions should the experiment be carried out so that we could obtain any reliable results? 7. Choose the way you like so that you might be sure that was your own choice. 8. I gave them clear instructions so that they didn't make any mistakes. 9. I've brought some pictures and photos so that we could decorate the hall. 10. We advised her to take a taxi so that she wasn't late for the interview.

Model 3: The traffic was heavy. We couldn't drive and had to go by the underground. – *The traffic was heavy enough for us not to drive but to go by the underground.*

11. The boss was angry. Everybody understood that it was impossible to go on talking with him. 12. The room is not spacious. Five people can't work comfortably in it. 13. We got up early. We didn't miss the first train. 14. Lucy is quite clever. They can trust her. 15. The speaker wasn't speaking loudly. We couldn't understand him.

Model 4: The problem was serious. We were unable to solve it in haste. – *The problem was too serious for us to solve in haste.*

16. She talked fast. We couldn't understand every word. 17. Helen is rather light-minded. You'd better not ask her for help. 18. Rachel's French is very bad. You shouldn't ask her to interpret. 19. This paper is rather dull and I'll never subscribe to it. 20. The table is small. We can't all sit round it.

INFINITIVE CONSTRUCTIONS: COMPLEX OBJECT

Pattern: verb + indirect object + to-infinitive

1. Match the beginnings and endings of the following sentences.

- (A) 1. He didn't allow _____. 2. Only Congress can authorize _____.
3. What caused _____. 4. Such harsh dilemmas compel _____. 5. Everybody wondered what had driven _____. 6. The decision will enable _____. 7. Their educational qualifications entitle _____. 8. The company rules forbid _____.
9. The management got _____. 10. This news forced _____.

a) him to change his plans. b) them to get a higher salary. c) Christine to give up her idea. d) an auditor to check the company accounts. e) you to change your mind? f) us to face facts and make a choice. g) the employees to disclose such information to outsiders. h) the President to declare war. i) himself to be too upset by the news. j) the project to make progress.

(B) 1. _____ students to have confidence in their ability. 2. _____ the party to reform. 3. _____ the scheme to be permanent. 4. _____ you to expect that you'll be chosen? 5. _____ this to happen at all. 6. _____ my father to sell the business. 7 _____ them to train the staff twice a week. 8. _____ your children to attend school activities? 9. _____ you to be a fluent speaker and be bilingual. 10. _____ me to avoid such people. 11. _____ him to quit this job. 12. _____ your employees to deal with emergency situations?

a) Do you train; b) Circumstances had obliged; c) Experience has taught; d) Not even the leader's vision inspired; e) The course requires; f) Do you permit; j) I didn't mean; h) We never intended; i) It would take a lot of money to tempt; j) You must try to help; k) We paid; l) What leads?

2. The main verbs in this exercise can be put into the passive form. Make up sentences according to the model. Make any changes you need.

Model: They warned him not to lose his temper with difficult customers.
– *He was warned not to lose his temper with difficult customers.*

1. He advised me to change the job. 2. I asked Mary to replace me while I was away. 3. Every teacher ought to challenge students to think about current issues. 4. She commanded me to sit down and relax. 5. Their success encouraged us to try the same thing. 6. I instructed the secretary to cancel all my engagements. 7. They invited us to sit on the committee. 8. You really must leave me to decide what is possible and what is not. 9. He ordered them to look for the papers all over the house. 10. We were trying to persuade Rosy to change her mind. 11. Remind me to bring this matter up at the meeting. 12. I didn't trust anyone to look after my finance. 13. She begged us to leave her alone. 14. Tell them not to put their nose into what's not their business. 15. I

urged Jerry to take a year off to study design. 16. Warn them to be careful with this information. 17. We request all members to attend the annual meeting.

3. Paraphrase the sentences according to the model. Use an appropriate form of the infinitive.

Model: They announced that an agreement had been reached. – *They announced an agreement to have been reached.*

1. I think we can **assume** that computers will become cheaper and faster. 2. The police **believed** that the children had been kidnapped. 3. The local authorities **consider** that the school doesn't meet the requirements. 4. They had a press conference and **declared** that Ms Milton was innocent. 5. They recently **discovered** that the famous scientist was living in this house for two years. 6. We don't **expect** that emergency repairs will take more than a week. 7. Scientists **estimate** that smoking reduces life expectancy by 12 years on average. 8. People **feel** that the government isn't doing enough to improve the situation. 9. His study **found** that the people born during these months were more successful in life. 10. I **knew** that he was the best programmer in the company. 11. Quite a few people **imagine** that their prospective boss will be stupid, unfair and greedy. 12. His visiting card **showed** that he was a partner in a firm of management consultants. 13. My parents never **thought** that I was capable of doing a degree. 14. They **proved** that their methods were efficient. 15. A brief examination **revealed** that the safe was broken. 16. What makes you **suppose** that they will be right? 17. Why did you **presume** that he is my boss? 18. We **suspected** that there was something wrong with the calculations.

Pattern: verb + indirect object + bare infinitive

4. Say in which of the following sentences we can use a) a to-infinitive and b) a participle instead of a bare infinitive. Will the meaning be the same?

1. Ann was too nervous before the job interview. She felt her face *turn* red. 2. I thought I heard someone *knock* on the door. 3. Did anybody see him

leave the building? 4. We didn't notice anyone *enter* the room. 5. I watched him *go* and then went home. 6. The official made me *fill out* a form. 7. I'll have the secretary *make* a copy for you. 8. I'll let everyone *know* my new address. 9. Can't you ask one of your friends *help* you?

INFINITIVE CONSTRUCTIONS: COMPLEX SUBJECT

1. Paraphrase the following sentences according to the model.

Model: They say/It is said that he is the richest man in the world. – *He is said to be the richest man in the world.*

1. They suspect that the accident happened owing to carelessness. 2. It is supposed that country's original inhabitants were black. 3. It is presumed that he is now living in Spain. 4. They revealed that he had a certain talent for finding out useful information. 5. We understand that, in this document, "children" means people under fourteen. 6. They say that the government has taken steps to prevent officials from taking bribes. 7. They judge that a person is clever if they answer the questions in the right way. 8. It is known that he has been recently expelled from university. 9. It is universally imagined that a stone with a hole in it can serve as a talisman. 10. They felt that the plan would be a failure; nobody expected it to work. 11. It is expected that the talks will last two or three days. 12. It was announced that the train was late for half an hour. 13. Because of his name, they mistakenly assumed that he was a Frenchman. 14. It was alleged that nearly 1,000 public officials were members of an illegal secret society. 15. It is generally considered that Charles Babbage had invented the first computer. 16. They found that their interpretation was convincing. 17. People rumoured that she was a millionaire. 18. It has been declared that a special committee is investigating the conflict. 19. Later it was discovered that the statement was wrong. 20. It has been shown by the recent research that these cases are quite frequent.

2. Put in one of the following a) adjectives: *due, liable, (not) likely, unlikely, certain, sure, bound* and b) verbs: *happen, chance, prove, turn out, come out*. More than one answer is possible in some sentences.

(A) 1. There are _____ to be problems in a situation like this. It will be difficult to find a way out. 2. The situation on the job market is getting worse. Unemployment is _____ to increase this year. 3. He was _____ to show up without warning. 4. Do you think it's _____ to rain in the afternoon? 5. If you work hard you are _____ to pass the exam. 6. I don't think the manager will agree to see them. He's _____ to have any free time till next week. 7. His new book is _____ to be published next year.

(B) 1. The job _____ ed to be more difficult than we'd expected. 2. I _____ ed to see the letter on his desk. 3. The money they had promised us _____ ed _____ to be a tiny sum. 4. We _____ ed to meet him in London last week. 5. People's answers during interviews _____ to be fairly predictable. 6. Several ministers have _____ ed to receive regular payments from the company.

3. Write the second sentence that means the same as the first. Use an appropriate form of the infinitive.

Model: It appears that Olga is very happy in her job. – *Olga appears to be very happy in her job.*

1. It seems that we have no choice. 2. It didn't seem that the rules were observed by the staff. 3. It appeared that they were still waiting for the decision to be announced. 4. It appears that he has never heard of such a thing. 5. It appears that you were given the wrong information. 6. It seems that they have been discussing the problem. 7. It seems that she hasn't been informed about the meeting. 8. It turned out that the documents had been lost. 9. It turned out that they were unable to find our office because they were given the wrong address. 10. It seemed that he didn't know the answer.

LANGUAGE FUNCTIONS:
Eliciting information from written sources

1. Find a text on one of the topics concerning innovations in business. Put special (wh-) questions to the text eliciting the most important information. Use the following question words:

Who

What

What (kind of) / Which

Whose

When / Since when / By what time

Where

Why / What for

How

How many/much/long/important, etc ...

2. Using your questions as a plan write a short summary of the text. Remember to use appropriate linking words to connect the sentences. Make sure you state the topic in the first sentence and don't forget to make a conclusion in the last sentence.

FINAL TESTS

REPORTED SPEECH

1. Refer the sentences to the past using the rules of sequence of tenses. Translate the sentences into your native language.

I

1. The reporter says (that) the Internet is a worldwide network of thousands of computers and networks. 2. They think new technologies will increase the speed of information transfer allowing direct transfer of entertainment-on-demand. 3. He is sure a foreign magazine called innovation the industrial religion of the 21st century. 4. We know (that) the expertise required for innovations can rarely be found in one organization. 5. The researcher believes (that) without innovation there will not be new businesses and jobs that are necessary in a dynamic economy. 6. I suppose the computer and the Internet were developed as tools for scientific research with no idea of their mass market appeal. 7. My friend says Toshiba's factories produce a new version of its laptop computer every two weeks. 8. People think (that) even the powerful Boeing Corporation cannot design and build a new aircraft by itself anymore. 9. Specialists are sure innovations often succeed in unpredictable ways. 10. The TV programme states that firms are only one part of larger support systems called national innovation systems.

II

1. They expect that the mining industry in Australia is looking for remarkable changes emerging from small firms in areas like exploration and environment management. 2. She says the first thing they need to do was to provide good data on scientific and technological trend. 3. The consultants tell us that the automation of innovation had the potential to revolutionize knowledge production. 4. My manager says the investment in R&D will help us analyze trends, create networks with researchers and give them future options through new skills. 5. We know that the government encouraged firms to improve their information on market developments and the innovation strategies of major players. 6. I think you cannot have an innovative, knowledge economy

without creative people. 7. They hope the importance of invention and innovation has been recognized by business and government structures. 8. The Dean says that students need to be aware of the social and economic developments and entrepreneurship. 9. Intel believes that technological advancement and environmental sustainability can go hand in hand. 10. The article states that at the same time huge amount of data is generated.

2. Change the following sentences into reported speech.

1. Peter Grote said: "Transport solutions for agriculture have been our competence right from the beginning of the 2015". 2. "The ability to innovate is our key strength", Mr Moggle pointed out. 3. "The market leader in Scandinavia, the company has expanded activities to continental Europe", the Director said. 4. "All products are manufactured at the company's facilities to high quality standards", the Managing Director explained to the visitors. 5. "In contrast with conventional trailers, they are attached to a single point and thus put an end to complex controls of the chassis", he told the audience. 6. "There are hardly any countries in which we do not have some kind of presence" Mr Jouan said. 7. "They develop the heart of their technology themselves", the post-graduate student explained. 8. "This is how it can achieve the highest quality and finish to the products through automation", I said to them. 9. "We have always been a very dedicated company focusing on growth and new challenges", stressed Mr Langvad. 10. "Steve Jobs announced the iPhone at the Macworld convention on January 9, 2007", said the reporter.

3. Report the sentences using the proper reporting verbs.

Model:

1. I: "I won't sign the contract until I consult our lawyers." – *I warned them that I wouldn't sign the contract until I consulted our lawyers.*

2. We: "What sort of problems have you had while developing the new model?" – *We asked the R&D manager what sort of problems they had had while developing the new model?"*

I

1. Nick: "Please, help me translate these letters into English." 2. Alex: "You'll have to find someone to look after your finance first." 3. The client: "I had an appointment with Mr Evans last Friday afternoon." 4. I : "Don't lets discuss that now." 5. The secretary: "Shall I send them a letter of invitation?" 6. The librarian: "Could you return the book next week?" 7. My colleague: "Where did you put yesterday's invoice?" 8. The manager: "Will you have finished by the end of the week?" 9. The partner: "Was it you who phoned me in the morning?" 10. The boss: "How much has he done this week?"

II

1. We: "Will you give us a lift to the office?" 2. The woman: "There is no one by this name here." 3. Robert: "Last year we stayed at a hotel near the station." 4. The instructor: "Let me show you how it works." 5. Helen: "We'll entertain the visitors, shall we?" 6. An acquaintance of ours: "Would you translate this article for me?" 7. Patricia: "What have you been arguing about?" 8. I: "Has he received the answer yet?" 9. The supervisor: "Is anybody helping you or are you doing everything by yourself?" 10. Professor Davidson: "Why hadn't they been informed? "

III

1. My friend Sam: "Post this parcel, will you?" 2. I: "I won't have done all this work by the evening." 3. Ms Knapp: "The suppliers called us the day before yesterday." 4. The head of the department: "Shall we invite Professor Gibson to our conference?" 5. Mr Watson: "Let me introduce you to the staff." 6. The manager: "Would you remember Ms Collins about the appointment?" 7. My colleague: "Whose presentation did you like the best?" 8. Beth: "Was he still working at ten o'clock in the evening?" 9. We: "Is she going to stay or go away?" 10. The teacher: "How long have you been studying Japanese?"

IV

1. Michael: "Please, give me their address." 2. Jane: "There is nobody here to help us with the problem." 3. Our colleague: "I was very tired at the end

of last week, so I couldn't take part in the celebrations." 4. His assistant: "I'll try to find out that for you, shall I?" 5. Maria: "Let's explain the situation to them." 6. Our business partner: "Would you tell Mr Harrison I won't be able to come." 7. Ms Riley: "How long have they worked for the company?" 8. John: "Are they coming back today?" 9. The inspector: "Will all the staff have been restrained by the end of the year?" 10. Sarah: "Why did they do that for?"

V

1. Nick: "Please, help me translate these letters into English." 2. Alex: "You'll have to find someone to look after your finance first." 3. The client: "I had an appointment with Mr Evans last Friday afternoon." 4. I: "Don't let's discuss that now." 5. The secretary: "Shall I send them a letter of invitation?" 6. The librarian: "Could you return the book next week?" 7. My colleague: "Where did you put yesterday's invoice?" 8. The manager: "Will you have finished by the end of the week?" 9. The partner: "Was it you who phoned me in the morning?" 10. The boss: "How much has he done this week?"

VI

1. My friend Sam: "Post this parcel, will you?" 2. I: "I won't have done all this work by the evening." 3. Ms Knapp: "The suppliers called us the day before yesterday." 4. The head of the department: "Shall we invite Professor Gibson to our conference?" 5. Mr Watson: "Let me introduce you to the staff." 6. The manager: "Would you remember Ms Collins about the appointment?" 7. My colleague: "Whose presentation did you like the best?" 8. Beth: "Was he still working at ten o'clock in the evening?" 9. We: "Is she going to stay or go away?" 10. The teacher: "How long have you been studying Japanese?"

VII

1. We: "Will you give us a lift to the office?" 2. The woman: "There is no one by this name here." 3. Robert: "Last year we stayed at a hotel near the station." 4. The instructor: "Let me show you how it works." 5. Helen: "We'll entertain the visitors, shall we?" 6. An acquaintance of ours: "Would you translate this article for me?" 7. Patricia: "What have you been arguing about?" 8. I: "Has he received the answer yet?" 9. The supervisor: "Is anybody helping

you or are you doing everything by yourself? 10. Professor Davidson: "Why hadn't they been informed?"

VIII

1. Michael: "Please, give me their address." 2. Jane: "There is nobody here to help us with the problem." 3. Our colleague: "I was very tired at the end of last week, so I couldn't take part in the celebrations." 4. His assistant: "I'll try to find out that for you, shall I?" 5. Maria: "Let's explain the situation to them." 6. Our business partner: "Would you tell Mr Harrison I won't be able to come." 7. Ms Riley: "How long have they worked for the company?" 8. John: "Are they coming back today?" 9. The inspector: "Will all the staff have been retrained by the end of the year?" 10. Sarah: "Why did they do that for?"

IX

1. Her boss: "Don't ask me such stupid questions!" 2. We: "We've been waiting for them for half an hour." 3. The manager: "We were meeting our partners at ten o'clock." 4. The foreman: "Don't let's tell anybody about the incident." 5. Laura: "Let me arrange everything for the presentation." 6. The guests: "Can you be our interpreter?" 7. I: "How much money was allocated for the project?" 8. The secretary: "Would you like some tea or coffee?" 9. The head of the laboratory: "Has the equipment been checked?" 10. The interviewer: "Whose opinion do you usually take into consideration before making a decision?"

CONDITIONALS

1

Choose the best word to fill in the gaps.

1. So, if you _____ renewable energy, you're not reducing the amount of that energy that is available.
 - a) used
 - b) will use
 - c) had used
 - d) use
2. If people planted new trees rainforest _____.
 - a) won't disappear
 - b) wouldn't disappear
 - c) disappears
 - d) will disappear
3. If we destroy the ecosystem we _____ ourselves.
 - a) destroyed
 - b) had destroyed
 - c) destroy
 - d) would have destroyed
4. Ecological economists insist that production systems _____.
 - a) should be restructured
 - b) restructured
 - c) should restructure
 - d) had been restructured
5. Had chemicals penetrated into streams, rivers and lakes they _____ very dangerous.
 - a) will be
 - b) are
 - c) could have been
 - d) couldn't be
6. Guyana boasts a remarkably rich _____, but also has one of South America's poorest economies.
 - a) water resources
 - b) ecology
 - c) ecosystem
 - d) soil
7. CFC gases were responsible for a massive hole in the ozone layer but they also had a powerful _____ effect.
 - a) global
 - b) cooling
 - c) drying
 - d) greenhouse
8. Environmentalists say the chemicals used in the process can ... underground water supplies and cause other damage.
 - a) change
 - b) help
 - c) stop
 - d) pollute

9. The original 2008 Ohio law called on utilities to sell more _____ power each year.

- | | |
|----------|----------|
| a) pink | c) blue |
| b) green | d) white |

10. State officials say that inland California needs the same _____ against oil spills provided along the Pacific coastline.

- | | |
|------------------|------------------|
| a) protectionism | c) strengthening |
| b) reduction | d) protection |

2

Choose the best word to fill in the gaps.

1. If waste from the ships is put into the ocean, the water _____ dirty.

- | | |
|----------------------|---------------|
| a) will become | c) became |
| b) would have become | d) had become |

2. If more litter bins _____ in the streets people would stop dropping their rubbish on the ground.

- | | |
|-------------|-----------------|
| a) put | c) would be put |
| b) were put | d) was put |

3. Plants and animals _____ if water contains toxic chemicals or harmful microorganisms.

- | | |
|---------------------------|-------------------|
| a) will survive | c) survive |
| b) wouldn't have survived | d) cannot survive |

4. I wish our children _____ clean water.

- | | |
|----------------------|----------------|
| a) drink | c) would drink |
| b) had been drinking | d) will drink |

5. If we _____ from the current level of consumption the coal reserves will last another 430 years.

- | | |
|----------------|---------------|
| a) started | c) will start |
| b) had started | d) start |

6. Environmentalists celebrated the decision, saying the project would have had a devastating impact on the area's _____.

- | | |
|------------|--------------|
| a) economy | c) ecosystem |
| b) budget | d) climate |

7. What is scientifically proven is that _____ lead to global warming and human beings are significant drivers of that problem.
- a) acid rains c) greenhouse gases
b) floods d) natural resources
8. Today heat pumps are not the 'green' heat source of choice for most households because of the _____ nature of our power stations.
- a) polluting c) destructive
b) damaging d) polluting
9. Meanwhile 11 percent of the land in the Yangtze's watershed and adjacent areas was watered by _____ rain.
- a) heavy c) torrential
b) light d) acid
10. A report by the ministries of agriculture and land said 14,000km of Japan's 35,000km coastline requires tsunami _____.
- a) prevention c) protection
b) completion d) elimination

3

Choose the best word to fill in the gaps.

- If less greenhouse gases _____ into the air global warming will slow down.
 - rose
 - rise
 - will rise
 - rises
- If very high-dose testing was used the probability of causing cancer _____.
 - would not be missed
 - won't be missed
 - will be missed
 - were missed
- If factories _____ filters on chimneys, our cities would be healthier places to live in.
 - puts
 - don't put
 - will put
 - put
- It is advised that people _____ "green" products which reduce waste or protect the environment, even if they are more expensive.
 - bought
 - should buy

- b) will buy d) had bought
5. If scientists had ruled out cancer people _____ from everything else as well.
- a) would protect c) will be protected
- b) would have been protected d) are protected
6. The Duke of Cambridge has launched a new campaign in an effort to raise awareness around _____ issues.
- a) conservation c) natural
- b) conversation d) contamination
7. The local authority says it needs to up its _____ rate from 52% to 58% to meet new Welsh government targets.
- a) research c) recording
- b) recycling d) research
8. Water quality continued to improve in Long Beach, which was once notorious for its _____ shoreline.
- a) wasted c) polluted
- b) watered d) protected
9. Burning coal releases toxins such as mercury, sulfur dioxide and nitrogen oxides, the latter two contributing to _____.
- a) steady rain c) acid rain
- b) torrential rain d) heavy rain
10. With no fossil _____ deposits of its own, it has to get oil and coal shipped half-way across the Pacific.
- a) oil c) energy
- b) fuel d) plants

4

Choose the best word to fill in the gaps.

1. Greenpeace have suggested that it _____ possible to reduce deforestation if traditional forms of agriculture are promoted.
- a) might be c) had been
- b) may have been d) wouldn't be
2. Pollution, such as smoke in the air, _____ if companies used trains instead of road transport.
- a) can reduce c) was reduced

- b) reduced d) could be reduced
3. If we are lucky we _____ a disaster.
- a) avoided c) had avoided
- b) will avoid d) would have avoided
4. I wish I _____ on our planet from the plane.
- a) had looked down c) looked down
- b) will look down d) look down
5. If I _____ a bigger budget last year, I'd have been able to protect our customers' database more effectively.
- a) had had c) have
- b) had d) would have
6. It provides time to implement measures to protect people and the ____.
- a) medium c) environment
- b) sphere d) ecology
7. He also promised the government would clean the heavily _____ Ganges river and build infrastructure in India's overcrowded cities.
- a) polluted c) protected
- b) flooded d) damaged
8. _____ is reducing the amount of leaf litter falling into rivers and lakes, resulting in less food being available to fish.
- a) deforestation c) deterioration
- b) determination d) destabilization
9. The nests were roped off with signs to _____ the birds and educate the public.
- a) protect c) feed
- b) perfect d) effect
10. Without government incentives, solar has a hard time competing in places that rely on cheap _____ for power generation.
- a) wood c) fossil fuel
- b) materials d) fresh water

5

Choose the best word to fill in the gaps.

- If you _____ to replace the energy that they consume with electricity from wind, then you'd have to build hundreds of thousands of wind turbines.
 - had wanted
 - wanted
 - want
 - wants
- If US homeowners reduced their use of toxic chemicals including pesticides by 10%, two million kilograms of toxic chemicals _____ from the environment each year.
 - will remove
 - is removed
 - would be removed
 - would have been
- If sea water is polluted the population _____ no choice but to use that water.
 - had
 - have
 - would have had
 - will have
- If we collected and recycled paper there _____ more forests around.
 - would be
 - are
 - had been
 - wouldn't be
- If high-profit entrepreneurs _____ on TV, they will be asked to talk about innovation and change.
 - invited
 - had been invited
 - are invited
 - will be invited
- For years the harvesting of palm oil has received harsh criticism for its _____ impact.
 - chemical
 - cancerogenic
 - recycling
 - environmental
- Another strategy is "cap and trade" – a scheme that involves setting limits on emissions and then letting firms trade the right to _____.
 - produce
 - pollute
 - clean
 - destroy
- China's air pollution crisis has routinely put major cities under a cover of _____.
 - clouds
 - radiation
 - fog
 - smog

9. A £1.2m flood defence scheme to _____ hundreds of homes in Stockton has been given the go-ahead.

- | | |
|------------|-------------|
| a) build | c) decorate |
| b) protect | d) prevent |

10. He works with tiny particles of titanium dioxide, which can use sunlight to suck up smog-forming pollution and _____ the air.

- | | |
|------------|----------|
| a) purify | c) waste |
| b) protect | d) warm |

6

Choose the best word to fill in the gaps.

1. We _____ the competition provided we launched the product sooner.

- | | |
|----------------------|---------------|
| a) would have beaten | c) would beat |
| b) will beat | d) beat |

2. If biodegradable materials _____ still so expensive, we would use them more often in our manufacturing process.

- | | |
|-------------|-----------------|
| a) were not | c) were |
| b) are not | d) had not been |

3. If they buy a more expensive model, it _____ longer.

- | | |
|---------------|----------------|
| a) serve | c) would serve |
| b) will serve | d) had served |

4. If we _____ recycle technology the quantity of waste will be less.

- | | |
|-------------|-------------|
| a) used | c) had used |
| b) will use | d) use |

5. The air _____ no longer _____ dangerous to breathe if we moved factories out of the city.

- | | |
|-------------|-----------------|
| a) would be | c) would not be |
| b) will be | d) had been |

6. Fracking – the pumping of liquid and sand into the ground to squeeze oil from rocks – is opposed by _____ worried about pollution.

- | | |
|--------------|----------------------|
| a) populists | c) environmentalists |
| b) activists | d) protectionists |

7. States can also cap carbon at a certain level, and allow various companies to buy and sell permits to _____.

- | | |
|------------|------------|
| a) protect | c) plant |
| b) build | d) pollute |
8. Obama said the new rules would cut down on soot and _____, as well as carbon dioxide emissions.
- | | |
|---------|---------|
| a) smog | c) dust |
| b) snow | d) rain |
9. The Environment Agency has issued the grant to _____ he 183 properties from future floods.
- | | |
|------------|------------|
| a) prevent | c) protect |
| b) attack | d) detect |
10. Through boiling and evaporation, the system can clean and _____ anything from ocean water to raw sewage.
- | | |
|-----------|--------------|
| a) change | c) transport |
| b) reduce | d) purify |

7

Choose the best word to fill in the gaps.

1. We would have a competitive market for internet access if our telecommunications environment _____.
- | | |
|-------------------------|-----------------------|
| a) were deregulated | c) is not deregulated |
| b) were not deregulated | d) deregulated |
2. If they ... technical problems, their model would have come out soon.
- | | |
|-----------------|----------------|
| a) have not had | c) hadn't |
| b) didn't have | d) had not had |
3. If I invented a new product, I _____ it immediately.
- | | |
|------------------------|-----------------|
| a) will patent | c) would patent |
| b) would have patented | d) patent |
4. Unless solar power ... competitive with cheaper forms of generation, it will never make much of a dent in the nuclear and coal-fired power on which Germany relies.
- | | |
|------------|---------------|
| a) become | c) had become |
| b) becomes | d) became |
5. This project will not be viable as long as _____ you your overheads.
- | | |
|--------|------------|
| a) cut | c) had cut |
|--------|------------|

VERBALS

PARTICIPLE I

1

1. Complete the sentences with the Participles derived from these verbs: *justify, sit, oppose, seek, address*.

1. _____ at his console, the operator can keep track of what's happening and take immediate corrective action. 2. The delegate _____ the conference arrived yesterday. 3. While _____ the white minority regime the British Government does not impose any sanctions. 4. When _____ supervisors and managers most Iowa manufacturers prefer to promote from within their own organizations. 5. Hitler always claimed to be "for peace" _____ his annexations either by the principle of self-determination or by that of historical rights.

2. Use the appropriate form of the participle instead of the infinitive in brackets.

1. (subject) to all the necessary tests the machine was accepted to serial production. 2. (not to be) good at mathematics he asked his friends to help him. 3. The major need (not to meet) today is the need for a common international approach to the regulation of international civil aviation service. 4. Work on standards (to do) in the UK is not separated from that being done elsewhere. 5. (to force) by low profits to tighten their belts, oil companies have also been quite happy to concentrate on boosting profits rather than production volumes.

3. Replace the infinitives in brackets by appropriate participles to make Absolute Participial Construction:

1. Normally only three operators are required, their duties (to concern) with loading of this raw material, main processing and taking off. 2. My dictionary (to be) very small, I could not find all the words. 3. Agreements (to reach) on important questions, it only remains to agree on some minor question. 4. Shortage of essential foods and goods (to continue) here, the mood of the people is highly tense. 5. With the volumes (to write) about technology advances, many people feel that almost anything can be done with computers and software. 6. Disasters often consist of complex chains of events, each event

(to trigger) one or more other events. 7. Frequently, there are disputes concerning credibility of information, each side (to claim) to have the more accurate and complete data. 8. He has invested heavily in modern technology, profits (be) ploughed back for new equipment and experimentation with new methods.

4. Replace the subordinate clause with Participial phrases.

Model: There are many endangered animals which are fighting for survival. – *There are many endangered animals fighting for survival.*

The Premier was obliged to resign because he had been defeated in an election. – *Having been defeated the Premier was obliged to resign.*

1. The decision which we are considering is that of investment in a large industrial project. 2. Many of the buildings that are being built now have shorter lives than are necessary and do not function as well as they should. 3. The heads of Government usually make a short statement when they arrive at the airport. 4. The cosmonauts were unable to leave the recovery cabin on their own when they came back to the Earth after the first flights. 5. He left London for Paris and promised to return the following year.

5. Join the sentences using Participles:

Model: I had seen photographs of the place. I had no desire to go there. – *Having seen photographs of the place, I had no desire to go there.*

The speaker refused to continue. He was infuriated by the interruptions. – *Infuriated by the interruptions, the speaker refused to continue.*

1. He has lived in London for a long time. He speaks English well. 2. The heads of Government left the city after they had signed the treaty. 3. The early printed books were published 500 years ago. That's why they are very rare. 4. Most of soils of the Columbia Plateau was originally formed from lava. That's why it is very fertile 5. It is assumed that each individual is a rational being (act) in his own self-interest. 6. Warm weather put consumers out of the shopping mood in October. Due to this fact the nation's biggest retailers are left with generally disappointing sales figures. 7. Computers take over a lot of

human tasks. They are becoming irreplaceable. 8. The inflation trends upward. That's dangerous. 9. The researchers have already exhausted internal sources. Now they have to turn their attention to sources outside the company. 10. The Finance Minister paid close attention to unprofitability in the economy. He revealed that about 24,000 enterprises operate at a loss.

6. Translate the phrases in Ukrainian into English, use the Absolute Participial Construction.

1. (Після того, як механік відремонтував двигун), the engineer examined it. 2. (Оскільки будівництво будинку закінчилося), his duties as architect have come to an end. 3. (Оскільки в усьому світі відбувається величезне зростання кількості розробок в області комп'ютерних технологій), it needs an international computer organisation to keep abreast of the new techniques. 4. The present balance in Europe is approximately equal, (причому США мають невелику перевагу у кількості боєголовок і сучасних носіїв). 5. (Через те, що джерел енергії в усьому світі стає все менше), the scientists must find new sources of energy. 6. (Через те, що швидкість світла надзвичайно висока), we cannot measure it by ordinary methods. 7. The companies must be privatised, (причому в руках держави залишиться не більше, ніж 10% їх акцій).

7. Use the appropriate form of the participle instead of the words in the brackets.

1. The person (що чекав на Вас) has just gone. 2. (Судячи з) the reports the main contradictions were grouped around the problem of East-West relations. 3. Much space and comment in the journal was devoted to views (які поширюють) now on the subject. 4. I started the job (не знаючи) what to expect. 5. The thing (що турбує) me most is the fluctuation in oil prices. 6. Very few farms are in a position to benefit from the EU market. Look at Poland, where there are two million farms (що дають роботу) over a quarter of the population, to see the problem at its worst.

1. Complete the sentences with the Participles derived from these verbs: *arrive, have, become, reveal, know*.

1. Space exploration is rocketing ahead _____ less exotic and more immediately useful to us. 2. The delegation _____ tomorrow is headed by foreign Minister. 3. _____ about harmful affect of radioactive substances we urge to ban nuclear tests. 4. The Finance Minister paid close attention to unprofitability in the economy _____ that about 24,000 enterprises operate at a loss. 5. A similar plant _____ three times this capacity is already on the drawing board.

2. Use the appropriate form of the participle instead of the infinitive in brackets.

1. (to make) too late the proposal was not dealt with. 2. The questions (to discuss) here are of great importance. 3. (to discuss) for 7 hours the fivepoint declaration was approved. 4. A planning department must have close and immediate involvement in the work (to perform). 5. Although (to be able) to answer the “what if” type of question, this system suffered from having no interface with the Divisional systems.

3. Replace the infinitives in brackets by appropriate participles to make Absolute Participial Construction:

1. The complete plant is air-conditioned, the atmosphere (to change) three times each hour. 2. Haiti's economy was opened to foreign investment, the United States (to serve) as the key partner in this new strategy. 3. Rare elements (to possess) wonderful properties, it makes them indispensable in many fields of science and technology. 4. In Liverpool the young jobless amounted to 4,000, almost half (be) girls. 5. Most of the drivers had never driven abroad, with one never having driven outside the region before the journey. 6. The profits picture (to be) uncertain, companies may not be willing, or able, to make the necessary investment at this time. 7. Managers confine themselves to basic preliminary decisions and final approval, with the gathering and organization of the details (to be) delegated to others. 8. With an adverse situation still (maintain) in the

USA and a worsening position appearing to grow in other areas, the UK industry will need all its resources to maintain its share of world trade.

4. Replace the subordinate clause with Participial phrases.

Model: There are many endangered animals which are fighting for survival. – *There are many endangered animals fighting for survival.*

The Premier was obliged to resign because he had been defeated in an election. – *Having been defeated the Premier was obliged to resign.*

1. The future depends on the choices which we are exercising now. 2. We experienced 25 per cent productivity increase because we used this method. 3. Top staff members gather information and provide advice about key issues that the President faces. 4. This author published books and articles and delivered speeches in which he argued segregation and discrimination. 5. A person can easily travel by car through any country in Europe when he knows international road signs.

5. Join the sentences using Participles:

Model: I had seen photographs of the place. I had no desire to go there. – *Having seen photographs of the place, I had no desire to go there.*

The speaker refused to continue. He was infuriated by the interruptions. – *Infuriated by the interruptions, the speaker refused to continue.*

1. Several studies have been conducted. They provide some insight into this problem. 2. Fifteen people were arrested. They protested military programs at Colorado springs. 3. Businessmen act as organizers of production. They see profit not as exploitation but as just a return for services rendered. 4. At first the Founders revolted against the king of England. But later it became clear that they didn't want to create their own king. 5. US Congress often uses vague language in framing its laws. It leaves it to others to interpret how a law fits a given situation. 6. These decisions are adopted in the field of foreign trade relations. That's why they are of great importance for our economy as a whole. 7. He spent the last forty years of his life in a very energetic manner. He travelled around the country. 8. A new book has been published recently. It

gives practical guidance to employers. 9. The integration of the world economy increases. That means that international boundaries become more porous. 10. He referred to the seventeen million children that die of starvation each year while billions are spent on arms. He said, "Something has become dead in us to allow this gross injustice in the world".

6. Translate the phrases in Ukrainian into English using Absolute Participial Construction.

1. (Оскільки часу не залишилося), we had to hurry. 2. (Оскільки новіпристрої є перспективними), we began to develop them at a rapid speed. 3. Elections in this country for all the constituency groups are very competitive, (так як кандидатам доводиться пройти попередні вибори перед вирішальним голосуванням). 4. (Після того як експерименти закінчилися), we started our calculation. 5. This country has good ports, (причому кожен з них має в своєму розпорядженні хороше залізничне сполучення з внутрішніми районами). 6. The industrial North of England was one of the areas most severely affected by depression of the 1930s, (коли безробіття було високим, а доходи низькими). 7. (Після того, як вибір був зроблений), all the other alternatives have been rejected.

7. Use the appropriate form of the participle instead of the words in the brackets.

1. (Побоюючись) foreign competition Australia has for years been concerned more with creating jobs than encouraging industrial efficiency. 2. The B. Steel Corporation has announced plans to shut down the tool steel division (викидаючи) 300 workers onto the employment lines. 3. (Зробивши) seventy-five office staff redundant Phillips Petroleum expects profits. 4. A lot of the small Internet companies (діючі) in Europe are likely to be taken over. 5. (Будучи непризвичаєним) to the company culture, I found it hard to fit in. 6. UK-based workers have been told that internal meetings with overseas colleagues must now be conducted through videoconferencing. Only sales staff (який здійснює поїздки) to essential customers' meetings will be allowed to fly.

PARTICIPLE II

1. Rewrite the following sentences using Participle II instead of subordinate clause:

1

1. Japan's offers simply did not meet the standards that were agreed in Tokyo last summer. 2. The team is a group of individuals that was brought together to achieve a relatively small number of company research goals. 3. This article was written as a result of a visit that was paid by the writer to the Bromsgrove College of Further Education. 4. As the conditions which are faced by businesses change new patterns and practices will emerge in such areas as corporate strategy and organization. 5. Congress has pledged to support him in a vote of confidence which was set for 11 a.m. on Tuesday. 6. The book will be here until it is asked for.

2

1. The Cabinet meets when it is called together by the President. 2. These ideas and suggestions, when they are adopted, usually earn them a financial reward. 3. These papers will be kept in the office until they are applied for. 4. Some of this research has been aimed at programming computers to do things which, if they are done by a person, would be regarded as intelligent. 5. The charges, if they are proven, are enough to send him to prison. 6. When they were asked to name the traits of the ideal employee both executives and workers agreed that an individualistic and creative character is most important.

2. Use the appropriate form of the participle instead of the words in the brackets.

1

1. The study failed because the workers did not respond in the rational way (як очікувалося). 2. (Виконані) within a budget of £7 million the new buildings and facilities have virtually doubled the capacity of the airport. 3. The industrial scientist has to display appropriate skills (які затребувані кожною ситуацією). 4. Lesser personnel reductions can be achieved without major adverse effect (якщо їх впровадити в довгостроковому періоді). 5. Such a

tactic has its risks (якщо вона триватиме занадто довго). 6. This plant-wide communications network gathers data (які генеруються) at each step of an industrial process. 7. The team (зібрана) to privatize British Airways is breaking up or to be more accurate it is being broken up.

2

1. There are serious shortages of the kind of people (які потрібні) to deal with the increased volume and sophistication of business. 2. (Якщо її не лікувати), hopelessness can lead to suicide. 3. The security staff had a set of questions (покликаних) to clarify the matter. 4. He offered the best solution of the problem (якою займаються). 5. The problem (з якою зіткнулися) at the outset of the investigations was very complicated. 6. The Lords were not ruling on whether he was innocent or guilty of any of the crimes (що були йому інкриміновані). 7. (Якщо не вказано інакше) quotations are taken from interviews used in these studies.

3. Use the appropriate form of the participle instead of the infinitive in brackets.

1

1. If widely (to adopt), the technology would allow speedy Internet access to a wider number of users. 2. The more integrated global economy and technological gains (to bring about) by globalisation should be a great source for economic and social progress. 3. Not everyone (to accuse) is guilty. 4. Some users of engines get only half or a third of the life (to engineer) into the equipment. 5. They made this decision in the face of (to continue) lack of support from foreign funds. 6. The serious decline in the value of orders (to place with) the machine tool industry must have very detrimental effects on the performances of individual companies and the economy as a whole.

2

1. When (to confront with) their lack of knowledge, students generally ask serious and honest questions. 2. Unless (to challenge), every organization tends to become slack, easygoing, diffuse. 3. If (not to approach) systematically, the process of recruitment and selection can become costly and time-consuming.

4. When (to manage) well, little companies have the habit of becoming big ones.
5. When properly (to operate) such facilities can transport more people than individual automobiles. 6. When (to ask) to predict where the greatest developments will occur 73% of the surveyed engineers named robot development for factories.

4. Analyze the sentences, find and name all the finite and non-finite forms of the verb, then translate the sentences into Ukrainian:

1

1. The method used gave the students the opportunities to learn faster and more. 2. The computer-based system referred to has taken about three years to develop. 3. Considerable progress has been made in the methods employed. 4. The central problem tackled is a cost minimization problem. 5. Sometimes the reform called for is simply another effort to gain tax benefits for a special group. 6. This paper reviews problems encountered, successes achieved and failures suffered during that period. 7. The actual performance achieved was nowhere near as good as it should be. 8. Broadly, systems analysis helps make the estimates of resources required and time needed more accurate. 9. The processes involved will be energy efficient. 10. All the users talked to had obtained guarantees.

2

1. Any changes made should receive an impartial review by a single controlling body. 2. Management is eager to see a quick return on each dollar spent. 3. The costs involved were prohibitive. 4. It will be a long while before the degree of integration envisaged becomes a practical reality. 5. Without increased productivity accelerated national development has seldom been obtained. 6. The terms insisted upon are difficult to fulfil. 7. You need only sum up how that decision will produce the results sought. 8. All parties concerned are present here. 9. Efficiency is measured as the ratio of costs incurred to revenue produced. 10. The objective of this report is to describe the kinds of business planning done, and the methods followed, in a selected group of companies.

GERUND

1

1. Complete the letter below with the gerunds formed from the following verbs: *do, get, give, go, hear, set, write, use, take*.

Dear Peter

I'm just writing to ask if you would be interested in **1** _____ part in a new web-based sociological project that we are planning. It's probably not worth **2** _____ into all the details at the present time, so I'll give you a brief overview.

The draft offer involves **3** _____ up a website to give sociology students a web-based learning programme. We are considering **4** _____ all sorts of different types of media – text, audio, and video, because we know that learners generally enjoy **5** _____ a variety of different tasks. Our IT specialists have just finished **6** _____ the special educational programs that we will need, so we're almost ready to start.

Samuel suggested **7** _____ in touch with you to see if you'd be interested, and I thought that you'd be great for the project too. Would you mind **8** _____ me a ring this week? Or just send me an email if that's easier.

I look forward to **9** _____ from you.

Best wishes

Janette

2. Fill in each of the gaps with one of the verbs below. Put the verbs into the proper form if necessary.

channel	credit	aim	accustom	insist	need	prevent	concentrate
---------	--------	-----	----------	--------	------	---------	-------------

1. They _____ on studying different aspects of a job. 2. I am not _____ to having my word doubted. 3. This experiment _____ checking up. 4. The courses are _____ primarily at giving the US employees the chance to learn another language. 5. Most state constitutions _____ states from taxing property used for educational, charitable or religious purposes. 6. A New York advertising agency is _____ with having created these eight principles. 7. These restructuring efforts must _____ on improving a company's fundamentals. 8. Two-thirds of state spending will be _____ into raising the standard of living.

3. Fill in each of the gaps with one of the words below: *danger, interest, with a view, responsible*.

1. The authorities are _____ for providing in due course the school places.
2. They have little _____ in cultivating their own market. 3. Extensions are being made to the factory _____ to increasing the output. 4. Many companies stand in _____ of losing their skilled workers.

2

1. Complete the letter below with the gerunds formed from the following verbs: *review, fix, calculate, figure out, think, repeat, check, have* (x2).

To: Michael Svenson

Accounts Dept.

From: Juliette Kreig

Re: Jersy Project

Dear Michael

On **1** _____ the above document we agree that you are right in **2** _____ the costs evaluation for the coming year is excessive. We are sorry that in **3** _____ labour costs some mistakes were made in our report. We are now **4** _____ the study which presupposes **5** _____ all the figures.

Working in partnership with Jersy & Sons appears to be very useful and we are sure that there will be many benefits. We look forward to **6** _____ a joint meeting soon.

We are also involved in **7** _____ costs for the following year and will let you know as soon as they are finished.

We must meet soon, otherwise we risk not **8** _____ everything ready in October, but it's not worth **9** _____ a date today as I don't yet know my movements for the rest of this month.

Best wishes,

Juliette

2. Fill in each of the gaps with one of the verbs below. Put the verbs into the proper form if necessary.

indict concentrate think discourage contribute accustom insist spent
--

1. The constructive proposals had _____ to resuming the peace efforts.
2. These measures have _____ fund managers from becoming active in their markets.
3. He is _____ to being driven everywhere in an impressive official car.
4. He was _____ about starting a similar investigation under his own supervision.
5. Electronic control has become so available that more and more equipment buyers _____ on having it.
6. Firms are _____ on having the right people in the right jobs and are paying to keep them there.
7. Many millions of dollars have been _____ towards solving this problem.
8. A Democratic member was defeated after being _____ for accepting money in exchange for political influence.

3. Fill in each of the gaps with one of the words below: *chance, far, trouble, responsible*.

1. Workers are _____ for striking but nobody is responsible for raising prices.
2. Your letter will stand a better _____ of being acted on if it is concise and to the point.
3. I'm going to save you the _____ of making that phone call to Baltimore.
4. The solution is very _____ from being found.

GERUND FUNCTIONS

1. Choose the best translation for the following sentences:

1

1. He suggested our opening talks.

- a) Він запропонував, щоб переговори були відкритими.
- b) Він запропонував, щоб ми почали переговори.
- c) Він запропонував почати наші переговори.

2. Our group having been awarded the prize was met with cheers.

- a) Наша група присудила приз, і це викликало схвалення.
- b) Той факт, що нашій групі присудили приз, викликав схвалення.
- c) Той факт, що нашій групі присудять приз, викликав схвалення.

3. This failure was due to the designer's having been careless.

- a) Ця невдача сталася через те, що конструктор допустив недбалість.
- b) Ця невдача може статися через неуважність конструктора.
- c) Ця невдача сталася з конструктором через його недбалість.

4. I haven't heard of his having been offered the post of director at the new factory.

- a) Я не чув про те, що він запропонував мені посаду директора на новому підприємстві.
- b) Я не чув про те, що йому запропонували посаду директора на новому підприємстві.
- c) Я не чув про те, що йому збираються запропонувати посаду директора на новому підприємстві.

5. Drivers are reckless and are used to pedestrians jumping out of their way.

- a) Водії безтурботні і вони звикли до того, що пішоходи несподівано вискакують на дорогу.
- b) Водії безтурботні і вони використовують пішоходів, які несподівано вискакують на дорогу.
- c) Безтурботні водії користуються тим, що пішоходи несподівано вискакують на дорогу.

6. Our meeting him there was a pleasant surprise.

- a) Те, що ми зустріли його там, було приємною несподіванкою.

- b) Наша нарада з ним була радісним сюрпризом.
- c) Наша зустріч з ним стала приємним сюрпризом.

7. These economic benefits are largely due to our having joined the Common Market.

- a) Ці економічні вигоди в основному існують завдяки тому, що ми приєдналися до європейського економічного співтовариства.
- b) Ці економічні вигоди в основному з'являться, коли ми приєднаємося до європейської економічної спільноти.
- c) Ці економічні вигоди повинні допомогти нам приєднатися до європейського економічного співтовариства.

8. They can fix most problems on-line without you even realizing something's up.

- a) Вони можуть залагодити більшість проблем онлайн і без Вас, навіть якщо ви реалізуєте щось в мережі.
- b) Вони можуть залагодити більшість проблем онлайн навіть без Вас, реалізуючи деякі успішні технології.
- c) Вони можуть залагодити більшість питань онлайн, причому Ви навіть не зрозумієте, що була проблема.

9. All these facts prove the importance of the agreement having been reached.

- a) Всі ці факти доводять важливість угоди, яку було досягнуто.
- b) Всі ці факти доводять важливість угоди, яку буде досягнуто.
- c) Всі ці факти доводять важливість угоди, яку має бути досягнуто.

10. This will save our wasting time.

- a) Це позбавить нас від того, щоб даремно витратити час.
- b) Це заощадить наш даремно витрачений час.
- c) Це дозволить нам витратити наш час.

2

1. Information can be transmitted without anyone leaving his work area.

- a) Інформація може передаватися, навіть якщо всі покинуть своє робоче місце.
- b) Інформація може передаватися без необхідності будь-кому залишати своє робоче місце.

с) Інформація може передаватися без участі будь-кого, хто живе в цьому районі.

2. Not a day goes by without your having to solve countless problems.

а) Жодного дня не проходить без того, щоб Ви не вирішували нескінченні проблеми.

б) Жодного дня не проходить без необхідності вирішувати Ваші нескінченні проблеми.

с) Жодного дня не проходить без того, щоб ми не вирішували Ваші нескінченні проблеми.

3. His pretending not to know the news seemed very strange.

а) Його претензія, що ми не знаємо новин, здавалася дивною.

б) Його удавана обізнаність про новини здавалася дивною.

с) Те, що він прикидався, що не знає новин, здавалося дивним.

4. Does your not getting the promotion mean that you are considered to be unpromotable?

а) Чи означає те, що Вас не просувають по службі, той факт, що Вас вважають непридатним до просування?

б) Ви не хочете просуватися по службі і вважаєте, що непридатні для цього?

с) Ви не просуваєте нікого по службі, тому що вважаєте, що неможливо просувати по службі тих, хто до цього непридатний?

5. Everybody knew about your having asked such a question.

а) Всі знали про те, що Вам задали таке питання.

б) Всі знали про те, що це Ви задали таке питання.

с) Всі знали про те, що Ви повинні будете задати таке питання.

6. After their repairing the motor, we set off.

а) Після того, як ми полагодили двигун, ми поїхали.

б) Після того, як вони полагодили двигун, ми поїхали.

с) Після того, як їм полагодили двигун, ми поїхали.

7. Our government has more than once warned of the danger of war being triggered-off by accident.

а) Наш уряд неодноразово попереджав про небезпеку війни, спусковим механізмом якої буде катастрофа.

b) Наш уряд неодноразово попереджав про небезпеку війни, яка призведе до катастрофи.

c) Наш уряд неодноразово попереджав про небезпеку того, що війну може спровокувати випадковість.

8. The possibility of our ever solving the problem seemed doubtful at first.

a) Можливість того, що ми коли-небудь вирішимо цю проблему, здавалася спочатку сумнівною.

b) Можливість того, що ми коли-небудь вирішимо цю проблему, здавалася спочатку сумнівною.

c) Можливість того, що ми коли-небудь вирішимо цю проблему, здавалася спочатку сумнівною.

9. We have gotten so used to things going relatively well for us.

a) У нас є речі, які ми використовуємо з відносною вигодою для себе.

b) Ми настільки звикли до того, що справи йдуть відносно добре для нас.

c) Ми завжди використовували той факт, що справи йдуть відносно добре для нас.

10. That will entail our making a concession.

a) Це спричинить те, що нам підуть на поступки.

b) Це має змусити їх піти нам на поступки.

c) Це спричинить те, що ми підемо на поступки.

2. Rewrite the following sentences, using the *-ing* form of the verb in *italics* and the preposition in brackets.

1

1. He left the office. He did not *speak* to his boss. (without) 2. She *left* university. Then she got a job with Microsoft. (after) 3. We won't *offer* them a discount. We'll give them better credit terms. (instead of) 4. Most individuals enjoy the comfort and security when they *are* together with others in a work group. (of) 5. They *present* information in advance. That's why they are able in most cases to garner understanding, approval, and support. (by) 6. Further, when the Japanese *become* adults, they are expected to observe even more rituals and customs. (upon) 7. The experiments *were left* for a year. Then they were taken up by another worker. (after) 8. Electronic control has become so available that more and more equipment buyers insist that they should *have* it. (on)

2

1. We managed to expand. We didn't *increase* our debts. (without) 2. He worked in industry for many years. Then he *joined* the government. (before) 3. The company *made* 700 workers redundant. That is how it became more profitable. (by) 4. In Japan, when a businessperson *meets* someone for the first time, he will first bow instead of shaking hands. (upon) 5. Many sellers think of advertising as a tool which helps to *build* up brand loyalty. (for) 6. Companies can also improve public goodwill. For this purpose they *contribute* money and time to public service activities. (by) 7. If management *considers* when and how to use product public relations, it should set PR objectives. (in) 8. These satellites were placed in orbit. Then they failed to function. (after)

3. Using the phrase given, write one sentence with the gerund serving as the subject, and then write a second sentence with the same gerund serving as part of the predicate.

Model: to have a party – *Having a party can be a lot of work. Her only thought was having a party for him.*

1

1) to borrow some money; 2) make complaints (to smb against smb); 3) to solve money problems; 4) to raise funds; 5) to avoid an accident.

2

1) to manage the cultural divide; 2) to reform the decision-making institution; 3) to sample the environment; 4) to become a businessman; 5) to be assisted in the job.

4. Using the phrases given, write a positive sentence with the gerund serving as a direct object.

Model: watching the game – *Jim mentioned watching the game today.*

1

1) working here after college; 2) pursuing the exploitation of computers to the full; 3) aiming for customer delight; 4) selecting right people; 5) improving interpersonal skills training; 6) working weekends sometimes; 7) giving key

customers special discounts; 8) talking to machines; 9) dealing quickly with complaints; 10) explaining the reasons for the fault.

2

1) making research; 2) having clear performance targets; 3) evaluating results in order to review progress; 4) developing staff training programmes; 5) selling the shares now; 6) launching the new model; 7) having met our main competitor; 8) doing her accounts yesterday; 9) taking on extra staff at the weekend; 10) raising the price.

5. Using the phrase given, write an original sentence with the gerund serving as the object of a preposition.

Model: about the damming of the river – *The editorial was about the damming of the river.*

1

1) for running the company on a day-to-day basis; 2) to competing in the Far East market; 3) in hearing about this project; 4) to giving the highest quality; 5) on having fast communications; 6) from being taken over (about a company); 7) in reading this report; 8) up playing football after the accident; 9) about having too little authority to match their responsibilities; 10) of starting my own business.

2

1) at making polite conversation; 2) of maintaining the same condition throughout the experiment; 3) in refuting the previously advanced theory; 4) on including this question in the conference program; 5) at establishing a correlation between these two hypotheses; 6) to disclosing the mechanism of this phenomena; 7) in sorting out and processing the large body of data; 8) in duplicating some investigations; 9) of being your assistant; 10) from stopping too suddenly.

INFINITIVE

1. Use the right Infinitive from this list to complete the sentences:

to allow	to implement	to become	to stand down
to lead	to be sold	to grow	to overhaul

1. They have an ambitious plan _____ Europe's most competitive car company within eight years. 2. Miles Flint's decision _____ as president of Sony Ericsson surprised many in the telecoms industry. 3. China's plan _____ individual investors to buy overseas securities has not materialised yet. 4. This is an ideal time _____ long-term reforms that will allow individual economies to grow faster and adapt better to changes. 5. The Swedish company still has significant potential _____ in the rest of Europe. 6. Ms Reding's comments presage a sweeping plan _____ the rules to be presented in May or June. 7. He clearly welcomed the opportunity _____ his own company. 8. 57 per cent of global devices _____ next year will be to emerging markets.

2. Read this internal memo concerning an advertising contract and use the right verbs (Infinitives) from this list:

to take on	to clarify	to reach	to resolve
to tell	to agree	to discuss	to want

MEMO

It is going to be difficult (1) _____ agreement with the Precise Technologies over the advertising material. Their principal negotiator, Michael Weesbach, appears (2) _____ a large down payment on signature of contract – probably near 50 per cent. We plan (3) _____ him that this is impossible. We are happy (4) _____ the possibility of an advance but personally I believe it would be a mistake (5) _____ to anything above 20 per cent. (6) _____ our position immediately could save us time. I suggest we inform Mr Weesbach of our views on the matter. We should also make it clear that Global Trading are happy (7) _____ the project and their reputation for high standards is as good as Precise Technologies'. We need (8) _____ this very soon, as time is short.

INFINITIVE CONSTRUCTIONS

Complex Object

1. Choose the best translation for the following sentences:

1. I didn't expect the matter to be settled so soon.
 - a) Я не очікував, що питання буде вирішене так швидко.
 - b) Передбачалося, що це питання буде вирішене не скоро.
 - c) Я не чекаю швидкого вирішення цього питання.
2. (The new guidelines let us allocate our own budgets.) In fact, they don't make us report outside our division.
 - a) Фактично вони не надають звіт за межі нашого підрозділу.
 - b) Фактично вони не змушують нас звітувати за межами нашого підрозділу.
 - c) Фактично вони не представлять наш звіт іншому підрозділу.
3. We would prefer them to extend the guarantee period.
 - a) Ми б хотіли, щоб їм продовжили гарантійний термін.
 - b) Ми пообіцяли їм, що продовжимо гарантійний термін.
 - c) Ми б хотіли, щоб вони продовжили гарантійний термін;
4. The new personnel policy let us take initiative.
 - a) Новий персональний склад поліції проявляє ініціативу.
 - b) Нова кадрова політика дозволяє нам проявити ініціативу.
 - c) Нова кадрова політика є нашою ініціативою.
5. We wanted them to respect the terms of the contract.
 - a) Ми хотіли дотримуватися їх умов контракту.
 - b) Ми хочемо дотримуватися умов контракту.
 - c) Ми хотіли, щоб вони дотримувалися умов контракту.
6. The report made us review our forecasts.
 - a) Звіт, який ми склали, призвів до перегляду наших прогнозів.
 - b) Звіт змусив нас переглянути наші прогнози.
 - c) Звіт уможливить перегляд наших прогнозів.
7. They don't want him to be asked about it.
 - a) Вони не хочуть, щоб його запитували про це.
 - b) Вони не хочуть питати його про це.
 - c) Вони не хочуть, щоб він запитував їх про це.

8. Most people would like the price level to be stable.
- a) Більшості людей подобається, коли рівень цін стабільний.
 - b) Більшості людей сподобалося б, якби рівень цін був стабільний.
 - c) Більшості людей хотілося б, щоб рівень цін був стабільним.
9. About fifteen minutes later they saw the small plane land.
- a) Через 15 хвилин вони побачили маленький літак на землі.
 - b) Через 15 хвилин вони побачили, як маленький літак приземлився.
 - c) Через 15 хвилин вони побачать, як приземлиться маленький літак.
10. He can make the existing system work.
- a) Він може удосконалити існуючу робочу систему.
 - b) Він може виконати існуючу системну роботу.
 - c) Він може змусити існуючу систему працювати.
11. I would like him to develop this program.
- a) Мені подобається, як він розробив цю програму.
 - b) Я б хотів розробити для нього цю програму.
 - c) Я б хотів, щоб він розробив цю програму.
12. I don't want you to be persuaded to give up the position.
- a) Я не хочу, щоб ти переконував мене відмовитися від цієї посади.
 - b) Я не хочу, щоб тебе переконали відмовитися від цієї посади.
 - c) Я не хочу переконувати тебе відмовитися від цієї посади.

Complex Subject

2. Choose the best translation for the following sentences:

1. They are sure to come to an agreement.

- a) Вони впевнені, що домовляться між собою.
- b) Вони, без сумніву, дійшли згоди.
- c) Вони, безсумнівно, дійдуть згоди.

2. He is believed to have spent millions buying land in a number of Western states.

- a) Вважають, що він витратив мільйони на покупку землі в західних штатах.

b) Він вважав, що має можливість витратити мільйони на покупку землі в західних штатах.

c) Вважалося, що він витратить мільйони на покупку землі в західних штатах.

3. They are said to have been working at the report for a fortnight.

a) Кажуть, вони працювали над звітом два тижні.

b) Вони сказали, що будуть працювати над звітом два тижні.

c) Кажуть, вони працюють над звітом два тижні.

4. The company is reported to have become the market leader.

a) Повідомляють, що компанія стала лідером ринку.

b) Компанія повідомила, що стала лідером ринку.

c) Повідомили, що компанія стане лідером ринку.

5. He is considered to be one of the best experts in this field.

a) Вважають, що він був одним з кращих фахівців у цій галузі.

b) Він вважав себе одним з кращих фахівців у цій галузі.

c) Вважають, що він є одним з кращих фахівців у цій галузі.

6. They are said to have been conducting negotiations for a long time.

a) Вони сказали, що будуть довго вести переговори.

b) Кажуть, вони довго вели переговори.

c) Кажуть, вони довго ведуть переговори.

7. He is believed to have wide backing from the 19 Democrat MPs for his solution.

a) Він вірить, що його рішення має широку підтримку від 19 членів парламенту.

b) Він вірив, що його рішення має широку підтримку від 19 членів парламенту.

c) Вважають, що його рішення має широку підтримку від 19 членів парламенту.

8. The stagnation or slight recession seems to have come to an end.

a) Застій і рецесія схожі між собою, коли приходять до завершення.

b) Мабуть, застій і рецесія завершилися.

c) Схоже, застій і рецесія скоро завершаться.

9. The European Community can be expected to restrict imports from Japan and East Asia.

а) Можна очікувати, що європейська спільнота обмежить імпорт з Японії і Східної Азії.

б) Європейське співтовариство чекає обмеження імпорту з Японії і Східної Азії.

с) Відомо, що європейська спільнота обмежила імпорт з Японії і Східної Азії.

10. The behavioural scientists and the production engineers working independently appear to have arrived at the same solution.

а) Здається, фахівці з поведінкових наук і виробничі інженери, працюючи незалежно один від одного, прийшли до одного і того ж рішення.

б) Фахівці з поведінкових наук і виробничі інженери працюють незалежно один від одного і, виявляється, приходять до одного і того ж рішення.

с) Фахівці з поведінкових наук і виробничі інженери, працюючи незалежно один від одного, обов'язково опиняться в ситуації, коли у них є однакові рішення.

11. Government statisticians have been known to revise their preliminary reports dramatically.

а) Фахівці зі статистики в уряді мають досвід істотного перегляду попередніх звітів.

б) Стало відомо, що фахівці зі статистики в уряді істотно переглянули попередні звіти.

с) Відомо, що фахівці зі статистики в уряді збираються істотно переглядати попередні звіти.

12. Properly trained workers are less likely to be displaced by changes in technology.

а) Кваліфіковані працівники з меншою часткою ймовірності будуть заміщені на робочих місцях в результаті змін в технологіях.

б) Кваліфікованим працівникам не подобається те, що їх замінять на робочих місцях в результаті змін в технологіях.

с) Працівникам, які мають якісну підготовку, не сподобалося те, що їх замінили на робочих місцях в результаті змін в технологіях.

PATTERNS WITH INFINITIVES

1. Make up sentences according to the pattern suggested.

Model: He should have called before / stupid. – *It was stupid of him not to have called before.*

1

1. He should have given them a warning / unfair. 2. She might have made a hint about her wishes beforehand / unwise. 3. You should have saved some money for this trip in advance / unreasonable. 4. He should have informed me of the change beforehand / irresponsible. 5. They might have bought all the necessary products beforehand / stupid. 6. They should have sent him a printed copy of the contract / inconsiderate.

2

1. We should have seen the dangers a long time ago. / irresponsible 2. We shouldn't have spent all the advertising budget on television spots. / unwise. 3. It wasn't a good idea to get the boss involved. / stupid 4. You ought to have mentioned that earlier. / inconsiderate 5. You should have told me the meeting was cancelled. / unreasonable 6. You should have chosen her for the team. / unfair

2. Paraphrase the sentences using the verb *find* and the subject given in brackets.

Model: It was easy to earn extra money. (he) – *He found it easy to earn extra money.*

1

1. It was difficult to persuade Tom to buy a new house. (Jane) 2. It was reasonable to refrain from any comments. (we) 3. It is boring to do paperwork. (Janet) 4. It was advisable to leave the area. (the locals) 5. It is confusing to get so many contradictory instructions. (Paul) 6. It is difficult to lie in body language. (Most people)

2

1. It will be harmful to our interests to hasten the events. (Our company's management) 2. Not long ago it was difficult to meet a British engineer fluent in a foreign language. (One) 3. It is preferable to obtain some quantitative result in connection with each machine evaluated. (We) 4. In fact, say the cynics, it is more important to be believed than to be right. (cynics) 5. It is probably helpful to add more information. (the sales manager) 6. It's always perilous to make long-term predictions. (the promotion manager)

3. Paraphrase the sentences according to the pattern suggested.

Model: I have letters that I must write. – *I have letters to write.*

1

1. Do you have anything that you need to declare, sir? 2. There is a great deal of work that we must do. 3. There are a lot of problems that we must inquire into. 4. There were a lot of clients that we were to pay attention to. 5. There were a lot of details that we had to take into consideration. 6. British Gas became last month the hundredth foreign company that was listed on the Tokyo Stock Exchange.

2

1. Kharkiv is one of the few regions in Ukraine that has attracted direct foreign investments. 2. This is the inference that should be drawn from yesterday's statement. 3. Each individual has a set of alternative courses of actions or strategies that he can choose from. 4. There are many planning factors that we should consider in relation to an overseas market. 5. One of the most crucial problems that must be solved by process engineers is that of corrosion. 6. The latest figures that will be announced next month will show that profits rose to \$10 million in the last financial year.

4. Paraphrase the sentences according to the pattern suggested. Use active or passive infinitives as attributes.

Model: He was the first person who came to the presentation. – *He was the first [person] to come to the presentation.*

1

1. He was the first German biologist who was awarded the Nobel Prize. 2. He was the first boxer who won this title. 3. Evacuation is the first step that must be taken in this situation. 4. Ms Gwen is the right person who should be offered this position. 5. The US president was the first who dwelled on that issue.

2

1. Punched paper tape was the first input medium that had been developed for computers. 2. The first large area which experienced an acute shortage of wood was Britain. 3. Portugal can qualify to be one of the first countries that adopted the single European currency. 4. One of the first American groups that entered the London stock market is to cut its operation to the bare minimum after almost six years attempting to break down. 5. Adam Smith was the first economist who studied nature of capital.

5. Combine the following sentences to use Infinitives as attributes.

Model: Can you lend me a reference book? I want to find a value. – *Can you give me a reference book to find a value?*

1

1. This is an interesting idea. You can debate it. 2. This is a famous trade fair. You can look it round. 3. These are interesting figures. Why not mention them in your talk? 4. This is the sales manager. You can rely on him. 5. This is an inconvenient moment. You must not make a telephone call to him.

2

1. My colleague was the first. She raised this point. 2. He is the only one. He has turned down a suggestion. 3. He wants to take the floor. He will make a talk about the statistics he has read. 4. She was the only one. She noticed the changes. 5. He was the last. He changed his mind about the matter.

6. Paraphrase each of the sentences substituting the clause with the Infinitive.

Model: You are so young that you cannot understand it. – *You are too young to understand it.*

1

1. The possibilities are so obvious that you needn't mention them. 2. Even if the state's (Alaska) mushrooming growth continues, its population will be so small that it won't provide a sufficient market. 3. But Hoover (the former director of the FBI) was so popular that he couldn't be fired. 4. The courses offer so narrow a viewpoint that they aren't universally useful throughout the machine tool industry. 5. The results generally have been so limited or inconclusive that they weren't of much practical value.

2

1. The country's economic problems are so vast that they can't be helped by a sudden influx of dollars. 2. This principle is so important that it can't be left to managers' whim. 3. They are so busy that they can't reply personally to each letter. 4. The drop in income is so large that it's difficult to comprehend. 5. On the shop and office floor the workers' power to influence management decisions is so well documented that it doesn't need elaboration.

7. Paraphrase the sentences according to the pattern suggested.

Model: The report was convincing. We could rely on it. – *The report was convincing enough to rely on.*

1

1. Evans knew Japanese well and he could communicate with the local people. 2. Tracy worked hard and she won advancement opportunity. 3. Ms Trudy was intelligent and she got to the key part of the problem. 4. His capital is vast. He thinks he can handle this kind of investment. 5. Some scientists are ambitious. They can prevent obsolescence. 6. She told me it was brand new. I was stupid. Somehow I believed her.

2

1. Solar panels are cheap and efficient. They could be used in most households. 2. Is the rope strong? Could it hold my weight? 3. Three days later Mr. Thorpe was well. He could leave the hospital. 4. Alex was romantic. She could understand the significance of the home she had inherited. 5. The road is wide. Two cars could pass each other. (*use for-phrase*) 6. He was smart. He could not fall into a trap.

8. Paraphrase the sentences using for-to-infinitive phrases.

Model: They should contact their supervisor / obligatory. – *It is obligatory for them to contact their supervisor.*

1

1. Firms used to make a very wide range of products applicable to many fields. / common / 2. Data should be handled in substantial quantities. /desirable / 3. Foreign companies are recommended to operate in this country through a representative office. /advantageous / 4. A solicitor should be consulted for this purpose. / advisable / 5. Manufacturers traditionally provide their products with a trademark. / customary /

2

1. Countries with a market economy are used to exchanging manpower. / traditional / 2. Workers who have steady jobs and somewhat higher incomes shouldn't ignore the plight of those in the lower wage brackets and the millions who are jobless. / a great mistake / 3. An employer must not discriminate between applicants for employment on grounds of colour, race, nationality or ethnic or national origins. / unlawful / 4. The work of each supervisory group should be amalgamated into a joint task for which all are responsible. / necessary / 5. The user shouldn't merely report that his machine has ceased to operate. / sufficient

9. Paraphrase the following using the verb in the brackets and Complex Subject.

1

1. This part of land was under the sea (to believe). 2. Their paths never crossed (to happen). 3. His flat was an attic (to turn out). 4. My fears were unfounded (to prove). 5. Hardly anybody noticed his arrival (to appear).

2

1. The truth will come out (to be sure). 2. The answer will not satisfy her (to be likely). 3. The man's mind was working with extraordinary speed (to seem). 4. The events would be much commented on in the press (to be certain). 5. Former deputy attaché is the best candidate for the position (to consider).

10. Paraphrase the following using infinitive constructions.

1

1. It was announced that members of Parliament were arriving next week. 2. It is expected that the exhibition will be a success. 3. It is said that this memorial estate is popular with both old and young. 4. It is believed that the canvas was painted by an unknown artist. 5. It is supposed that the scientist is working on a new hypothesis. 6. It was understood that the parties had reached a settlement. 7. It is reported that the hurricane has not caused much damage to the town. 8. It has been discovered that food additives produced by our firm help to shape the immunity. 9. It seems you know everything about it. 10. It seems she has not heard about it. 11. It seemed that the negotiation was coming to an end. 12. It seems that you don't approve of his behaviour.

2

1. It seemed that the house had not been lived in for a long time. 2. It appeared that they had not listened to what had been said. 3. It so happened that he intercepted their conversation. 4. It proves that my forecast was correct. 5. It turned out that the language of the manuscript was quite complicated. 6. It is likely that the findings of the research may shed light on the mechanisms and functions of sleep. 7. It is not very likely that he should lay the findings of investigation open to the public. 8. It was certain that they would ground their opinion on the results of our research. 9. We are sure that everything will turn out all right. 10. No doubt he was amazed to see the results of the research.

11. I am certain that the therapy will help you. 12. It is likely that we will apply research findings in production.

11. Translate the sentences into your native language paying attention to absolute constructions.

1. Since then, there have been few supporters of this theory, a notable exception being Prof Veiner. 2. With these errors corrected, his study will remain a very useful reference book on such problems. 3. This book touches on a variety of topics, only a few considered in some detail, several quite superficially and none exhaustively. 4. The monograph is organized in three parts, with the data presented in a separate series of tables. 5. Other factors being equal, their goods still remain the most competitive. 6. He exerted great influence on all branches of learning, economics included. 7. This considered, there arises the question of whether we should choose one or more than one solutions. 8. The facts are relatively up-to-date, with most of the post-2010 material included. 9. A brain-storming technique consists in everybody's proposing as many ideas as possible, without being concerned as to whether they are workable. 10. This being so, there is no reason for you to worry.

ЗМІСТ

1. Передмова	3
2. Частина I: Діагностичні тестові і тренувальні завдання	5
3. Тестові завдання	5
4. Тренувальні завдання	22
5. Короткий граматичний курс: «Будова висловлювання»	33
6. Лекція №1: «Структура простого англійського речення»	33
7. Лекція № 2: «Головні члени речення – підмет і присудок»	45
8. Лекція № 3 «Другорядні члени речення – додаток»	51
9. Лекція № 4 «Другорядні члени речення – обставина»	54
10. Лекція № 5 «Другорядні члени речення – означення»	58
11. Лекція № 6 «Складне речення»	64
11. Частина II: «Лексико-граматичний практикум»	66
12. Module 1 Scientific and Technological Progress in the XXI Century	66
13. Unit 1	66
14. Unit 2	78
15. Unit 3	91
16. Module 2 Environmental Issues	111
17. Unit 4	112
18. Unit 5	133
19. Unit 6	141
20. General Review	161
21. Module 3 Information Exchange in Professional Environment	173
22. Unit 7	173
22. Unit 8	191
23. Unit 9	208
24. Final Tests	242

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